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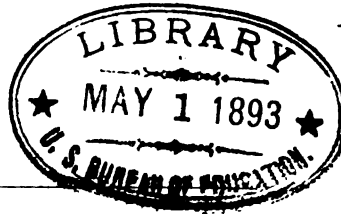
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INDEX.

	PAGE.		PAGE.
Abuse of Primary Methods. By Harriette L. Simpson.....	580	426; Leroy D. Brown, 15; J. J. Burns, 442,	
Address of Welcome. By Lewis Miller.....	442	543, 588; G. A. Carnahan, 376; O. T. Corson,	
Address to the Graduates. By Mrs. D. L. Williams.....	445	439; F. G. Cromer, 217; A. A. Crosier, 206;	
American and German Schools. By John T. Prince.....	312	Ida E. Crouch, 299; Margaret E. Dennis,	
American Boy Slandered.....	635	574; Celia Doerner, 461; Alston Ellis, 564,	
American Journal of Education.....	33	619; W. H. Gallup, 291; A. J. Ganvoort, 389;	
Are Schools Accomplishing their Work? By F. Treudley.....	373	J. P. Gordy, 9, 446; John Hancock, 196; Mrs.	
As Others See Us. Editorial.....	535	M. Harris, 170; J. C. Hartzler, 216, 346; J.	
Beautify the School-room.....	581	A. Hedges, 466; B. A. Hinsdale, 201, 248, 515;	
Beer at a School Picnic.....	487	H. M. James, 305; A. B. Johnson, 395; Louise	
Bits of School-room Experience. By S. W. S.....	624	John, 575; E. A. Jones, 421; Mrs. J. H. Jones,	
Blast from the West. By J. M. Greenwood.....	577	13; J. F. Keating, 615; Henry C. King, 232;	
Blast from the West, That. By M. F. Andrew.....	638	Mrs. Marie J. Kumler, 622; O. C. Larason, 215;	
Books.....48, 96, 144, 193, 240, 290, 384, 500, 553, 593, 649		J. F. Lukens, 310, 387, 463; Margaret L.	
Breaking the Will.....	587	Macready, 315; W. R. Malone, 361; E. N.	
Bright Pupil, The. By Elizabeth M. Neill.....	522	McConnell, 61; Lewis Miller, 442; John E.	
Busy Work Problem. By Rhoda Lee.....	24	Morris, 302; Clara C. Motz, 525; E. F.	
Busy Work. By X. Y. Z.....	627	Moulton, 608; Elizabeth M. Neill, 522; E. T.	
Campbell, J. S. By E. T. Nelson.....	166	Nelson, 166; Anna M. Osgood, 423; D. P.	
Chautauqua and Toronto.....	279	Pratt, 260; Ellen G. Reveley, 455; W. W.	
Chautauqua, On to.....	324	Ross, 409; F. B. Sawvel, 603; P. W. Search,	
Chautauqua Meeting.....	452	57; W. D. Shipman, 147, 261, 555; Mary A.	
Child's Preparation for School.....	590	Sinclair, 173; Sarah W. Smith, 624; Horace	
Church Education in Great Britain.....	589	A. Stokes, 112; Margaret W. Sutherland,	
City Training Schools.....	487	184, 169, 234, 282, 318, 328, 491, 592; Sebastian	
Class Criticism. By Louise John.....	575	Thomas, 104; S. R. Thompson, 19, 203, 247;	
Colleges and High Schools. By W. D. Shipman.....	261	Anna M. Torrence, 21, 75, 167; F. Treudley,	
College and High School Courses. By Geo. H. White.....	441	219, 256, 373; J. Tuckerman, 99; W. McK.	
College—High School Question.....	232	Vance, 353; C. L. Van Cleve, 365; W. H.	
Colorado and Colorado Schools. By P. W. Search.....	57	Venable, 511; Hattie W. Wetmore, 317; C. S.	
Commissioner Appointed.....	323	Wheaton, 422; Geo. H. White, 441; E. E.	
Commissioner's Annual Report.....	131	White, 155, 211; Mrs. D. L. Williams, 446;	
Common Sense in the School. By Margaret E. Dennis.....	574	E. S. Wilson, 400.	
Compulsory Education.....	33	Control Your School. By Arnold Alcott.....	527
Compulsory Education Sustained.....	280	Corson for Commissioner.....	323
"Conduct as a Fine Art.".....	639	Correction, A. By W. D. Shipman.....	194
Contributors, Names of:—M. R. Andrews, 35, 156, 423; M. F. Andrew, 638; J. W. Bashford,		County Institute and County Examiner. By R. H. Holbrook.....	590
		Country Teacher. By S. R. Thompson.....	203
		Country School Better than City School.....	277
		Current Educational Thought.....	483
		Danger to be Guarded Against.....	536
		Device in Primary Reading.....	270
		Dictionary, That.....	543
		Directors' Number.....	179
		Dullards and Incurables. By C. L. Van Cleve.....	365
		Duties of Teachers to Each Other.....	263
		Duty.....	489

PAGE.	PAGE.
Easy Questions for Little Ones..... 174	Legislation in Behalf of Public School. By F. Treudley..... 256
Economy of Voice in Teaching. By D. B. Johnston..... 158	Legislation, School..... 275
Educational Intelligence..... 38, 88, 138, 188, 236, 286, 331, 497, 544, 594, 643	Legislative Committee..... 698
Educational Review..... 86	Letter to a Young Teacher. By Kate Tracy..... 468
Elect and Non-Elect..... 230	Literature in the School Reader. By Alston Ellis..... 564
Equipment of Ohio High Schools. By W. McK. Vance..... 368	Little Ones, With the. By Clara C. Motz..... 526
Essentials of Discipline. By S. Thomas..... 104	London, In. By Margaret W. Sutherland..... 134, 282, 328
Examination Questions, State..... 69, 472	Management of Boys. By W. H. Gallup..... 291
Examination of Teachers. By E. S. Wilson..... 400	Management of the Schools. By B. A. Hinsdale..... 201
Examine Teachers Once..... 524	Management of School Trustees. By C. M. Drake..... 469
Faithful Teachers..... 275	Membership Roll..... 448
Forty Years..... 696	Men and Women as Teachers. By H. M. James..... 305
Free School System in Danger. By Dr. J. Tuckerman..... 99	Miami Valley, In the..... 181
Free Text-books, Question of. By S. R. Thompson..... 19	Miller for Commissioner..... 462
Free Text-Books. Editorial..... 34, 85, 276	Minutes of Superintendents' Section..... 339
Free Text-Books. By F. Treudley..... 219	Minutes of General Association..... 340
Free Text-Books. By W. W. Ross..... 409	Notes for Primary Teachers..... 590
Free Text Books in Canada..... 637	Notes and Queries..... 28, 78, 126, 174, 228, 271, 319, 456, 532, 582, 630
Fuson, F. S..... 440	Number, First Lessons in. By Will S. Monroe..... 124
Geographical Names. By John E. Morris..... 302	Numbers, Preparation for..... 528
Golden Rule. By Rhoda Lee..... 307	Ohio College Association and High Schools. By W. D. Shipman..... 147
Good Thing, Too Much of a. By S. R. Thompson..... 247	Ohio Institute Instructors..... 696
Growth of the American Union. By B. A. Hinsdale..... 243	Ohio Teachers' Reading Circle..... 37, 183, 228, 286, 443, 451, 588, 594, 643
Half-Formed Words. Martin R. Andrews..... 35	Old Ways and New. By Rhoda Lee..... 479
Hancock, Dr. John..... 326	Personal..... 47, 93, 143, 191, 238, 288, 333, 453, 495, 560, 596, 647
Hancock, Dr. John. By Samuel Findley..... 429	Perplexity, In..... 122
Hancock Memorial Volume..... 487	Perplexities, Other. By Another Teacher..... 169
Higher Education of Women. By W. D. Shipman..... 555	Pestalozzi. By J. P. Gordy..... 9
Higher Education of Women..... 588	Place of City Training School. By Ellen G. Reveley..... 455
Hill Difficulty. By Miss Preston..... 579	Plagiarism, Bald..... 635
Hints to Directors. By A. A. Crosier..... 206	Pollok, Thomas A. O. T. Corson..... 439
History Made Interesting. By Horace A. Stokes..... 112	Pollok, Thomas A. By L. D. Brown..... 15
How I View It. By Mary Sinclair..... 173	Powers and Duties of Directors. By John Hancock..... 195
Inaugural Address. By J. C. Hartzler..... 346	Primary School, The..... 587
Inaugural Address. By G. A. Carnahan..... 376	Primary School Discipline..... 269
Individual Work, Plea for. By Harriet A. Hickox..... 25	Problems in Public Education. By Dr. J. W. Bashford..... 425
Inspiration, the Soul of the Teacher's Work. By Miss E. N. McConnell..... 61	Professional Stagnation. By A. B. Johnson..... 396
Institute Instructors, List of..... 487	Program of Ohio Teachers' Association..... 186
Institutes, Two..... 84	Pronunciation of Latin. By M. R. Andrews..... 156
Institute Premium..... 325	Pronunciation of Latin. By D. P. Pratt..... 260
Introductory Course of Reading. By Alston Ellis..... 619	Public Schools a Moral Force..... 422
Language Lesson. By Anna M. Torrence..... 21, 75	Pupils Visiting Schools..... 29
Large Claim. A. By W. D. S..... 589	Quickly and Intelligently Responsive. By Margaret W. Sutherland..... 692
Laying the Foundation. By Mrs. Jennie H. Jones..... 13	

PAGE.	PAGE.
Reading Circles. For.....	640
Reading, How to Teach.....	180
Rejoinder and Surrejoinder.....	325
Response to Welcome. By J. J. Burns.....	442
Rules for Destroying Faculties.....	276
School Directors, For.....	182
School Government. By Ida E. Crouch.....	299
School Examiner in Court.....	589
School Inspector's Catechism.....	109
School Legislation.....	83
School Savings Banks. By F. G. Cromer.....	217
Spelling for Beginners. By Margaret E. Conklin.....	76
Spider-Web Writing. By Cella Doerner.....	461
Stanley, Elmer H. By E. F. Moulton.....	608
State Association—Change of Time.....	229
State Certificates.....	228, 453, 38, 87
State Commissioner Corson.....	636
State Meeting at Chautauqua.....	34, 323
State Publication of School Books. By Leo. Hirsch.....	66
State Text-Books.....	131
Stormy Days. By Mrs. Marie J. Kumler.....	622
Suggestions for Ungraded Schools. By J. C. Hartzler.....	216
Summer Institutes.....	452
Superintendents in Council.....	641
Supporting the Teacher. By C.....	279
Teacher, The, an Expert.....	179
Teach Children to Talk. By Arnold Alcott.....	482
Teacher and School. By the Editor.....	1, 51, 117, 505, 562, 611
Teachers' Examination.....	281
Teacher's Experience with Directors. By M. W. Sutherland.....	234
Teacher's Preparation. By B. A. Hinsdale.....	515
Teachers for City Schools. By E. E. White.....	155
Teachers' Wages. By O. C. Larason.....	215
Teaching Morals.....	314
Teaching a Profession. By J. A. Hedges.....	466
Teacher's Difficulties and Disappointments.....	535
Telling Stories to Primary Pupils.....	629
Temperance Instruction. By Mrs. M. Harris.....	170
Temperance Physiology for Six-Year-Olds. By Anna M. Torrence.....	167
Temperance Instruction for Little Ones. By Margaret L. Macready, Hattie W. Wetmore, and S.....	315
Text-Book Law.....	488
Three Months of Grace.....	587
Toronto, At. By Margaret W. Sutherland.....	491
Use of Books.....	270
Value of Music in Public Schools. By A. J. Ganvoort.....	389
Ventilation of School-Rooms. By E. E. White.....	211
Violence vs. Reason. By W. H. Venable.....	511
Warren County Movement. By J. F. Lukens.....	463
What Does the Child Need? By Sarah L. Arnold.....	625
What Further Work for the Association. By M. R. Andrews.....	428
What to Read and How to Read. By J. F. Keating.....	615
Will, The; Its Mechanism and Training. By F. B. Sawvel.....	903

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THE TEACHER AND THE SCHOOL.—IV.

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BY THE EDITOR.

The more I think about this business of teaching, the more exalted, the more noble does it seem. When directly engaged in the work, I usually had a considerable measure of enthusiasm—sometimes, as I now see, more zeal than wisdom. But looking back over the way by which I came, and looking out upon the present aspect of the work, I am filled with a more intense enthusiasm. I rejoice greatly that it was my privilege, since there was no other way for me, to grope along, with some glimmerings of light here and there on my pathway. I rejoice that my mistakes were no greater, and that with each slip or fall I had courage to rise and renew my efforts. There is great satisfaction in the retrospect of hardness endured, of obstacles surmounted, of attainments made. It is one of the blessed compensations of an earnest life that the follies and mistakes fade out as they recede, and all that is worthy and noble grows brighter as the years go by.

This old world has seen no other such age as the present. Things are not as they were. We are making

history very fast now. Any observing and thoughtful person who can look back over fifty years, must be profoundly impressed with the rush of events. And the indications are that the decade on which we are just entering will do more for the world than the first half of this century did. It is grand to live in such a time, and grander still to have an important part in forming the character and shaping the life of such an age. What an honor to be called to teach in this day!—especially when one's eyes have been opened to see his work in its true light.

It is not easy to estimate how large a part teachers have had in the marvelous development of the race in the last fifty years, much less to estimate truly the part they have in guiding the forces which are now operating for the further uplifting of society. A soldier in the midst of the fight cannot always see how the battle is going, nor can an actor on any part of the world's stage always judge correctly of the true relations and the full effect of the part he is playing. Certain it is that the schools are greatly improved. The teaching is better and the discipline is better. The pupils are more tractable, more easily governed and better behaved. Because of all this, let us thank God, take courage, and press on.

In preceding articles I have treated briefly of the teacher's outfit, the teacher's spirit, and the teacher's engagement. I come now to

THE TEACHER'S PREPARATION.

An engagement has been made, the time for school to begin has been fixed; the teacher should get ready. I do not now refer to the general preparation, in the way of scholarship and professional knowledge, which every teacher should have, a voucher for which in the form of a license he should secure before making an engagement, but rather to that special preparation which should be made for the particular work about to be taken up. The teacher should enter upon his work with full knowledge and well matured plans. If he is to teach in a graded school, he should know beforehand what grade or grades he is to teach and make himself familiar with every

detail of the work prescribed for his department,—the textbooks used, the rules and regulations for the government of the schools, and even the prevailing practices and customs of the school or the community, which sometimes obtain almost the force of law. In these days of close supervision of graded schools it is comparatively an easy matter for the teacher to gain such a knowledge of the work in any department as to enable him to fit himself readily to his place in the system.

The new teacher in a country school has a more critical and more difficult task. In most rural communities the teacher is in great measure a law unto himself. He must devise his own plans and carry them out as well as he can, and to this end he has need of special preparation. Let me particularize a little.

1. *He needs to know his community.* Country neighborhoods not far apart sometimes differ widely, and the measures which a teacher may successfully carry out in one may not answer at all in another. About the year 1850, I taught a very successful school in a community of people of Scotch and Scotch-Irish descent. My fame reached into a neighboring district in which there was a considerable German element, and I received a call to teach there, at a larger salary. I undertook to carry out there the plans which had proven so successful in the other school, and they resulted in failure. They did not meet with general approval, and the school dwindled to almost nothing before the end of the term. My patrons and I did not view matters from the same standpoint, and were not in sympathy.

Besides a knowledge of the general intelligence and moral character of his community, the teacher of a country school should have, before he begins his work, a good understanding of the educational sentiment which prevails in his district. It is a matter of the first importance for him to know whether his people are progressive or otherwise, and whether he may rely upon their co-operation in carrying out improved plans of organization, management and instruction, that he may make his plans accordingly.

2. *He needs to know as much as possible about the previous management of the school.* It would be profitable to know whether the school has been governed by reason and love, or by force and fear, and whether the government has been rigid or lax. And as to the teaching, it would be well to know whether that has been thorough or superficial, and what habits of study and self-dependence have been formed in the pupils. Of course full and definite knowledge of these things can only be obtained by actual test in the school-room; but a general notion of great service in forming plans, may be gained by a teacher who knows how to keep eyes and ears open and use his tongue wisely. This last is of special importance. Words of disparagement or criticism are not at all in place at such a time. Whatever of good is learned concerning the previous management should be commended, but what is not commendable should be passed by in silence. No word of disparagement or censure of previous management should escape the lips of the new teacher.

3. *He should be fully informed concerning the present condition of the school.* The number of pupils in attendance or likely to attend, the number of classes and the stage of advancement of each in each study, the text-books, maps, charts and other appliances—these are some of the things concerning which the teacher would do well to inform himself before beginning his work. It would greatly facilitate the work in country schools if teachers were required to leave for their successors a complete record of all these things. Such a record might include a roll of each class, the standing of each member in each study, and a general statement of the work accomplished.

4. *He should know of any special difficulties or peculiar cases that may exist.* I have heard some diversity of sentiment among teachers on this point, some maintaining that if there is a bad boy in the school or a troublesome parent in the district, for example, the teacher will learn the fact soon enough, and to be informed beforehand may beget prejudice or bias in his mind. To this it may be answered that a teacher is

supposed to have some discretion; and if, knowing the disposition and tendencies of a bad boy, he is unable to deal wisely with him, he is not likely to manage him more successfully by coming upon him unawares. To be forewarned is to be forearmed.

I recall one instance in which a teacher in a city school turned to good account her foreknowledge of the bad boy in her school. A teacher was compelled to give up her school in term-time on account of sickness at home, and the teacher appointed to succeed her spent a day in the school with the old teacher before taking charge. Now it happened that on this day the bad boy in this school manifested himself. He was a stout lad, with a large head, short thick neck, and a bull-dog face. The teacher whipped him in the forenoon, and in the afternoon the father came and there was "a heap of trouble." The new teacher thought the prospect not very inviting, but she studied the situation and kept her own counsel. The following Monday morning she took charge. Soon after the opening of school, looking over to the bad boy's corner, she said, "Jimmy, will you come to my desk?" When Jimmy came forward, wondering what was to happen, the teacher asked, "Jimmy, do you know where I board?—with Mrs. Smith, down on the corner of the next street beyond the engine house." And Jimmy answered, "Yes ma'am, I know where that is." "I wonder," continued the teacher, "if you would be kind enough to run down and ask Mrs. Smith to give you my knife; it lies on the table in my room." Of course he would, and away he runs, and in a few minutes returns and hands the knife to the teacher. As he takes his seat, there is on his face an expression which plainly says, "She understands me. She's the right kind of a teacher. She'll do." And the bad boy suddenly disappeared from that school and was known there no more that term.

5. *The condition of the school house and its surroundings should be looked to.* It is the business of the directors to see to this, but as they are apt to neglect it, it will pay the teacher to give it his attention. He should visit the premises before the opening day and see that all things are in readiness. All broken furniture

should be repaired, broken lights of glass replaced, door and window fastenings put in order, broken gates, fences and walks made good, and house and outbuildings made clean *and kept so*. Especially should all obscene pictures and vulgar pencilings about the premises be erased, covered up with paint, or burnt up with fire. Some schools are schools of vice because of the vileness that is tolerated about the premises. No amount of effort and pains necessary to prevent such a condition is too great for the teacher to put forth. Better abate the school as a nuisance than that such things continue.

6. *The teacher should prepare himself.* By considering well the situation and the work before him, and by communion with his own heart, he should seek to bring himself into right attitude and right relations to all his surroundings. He should consider that the contract he has entered into with the school directors is not the only one by which he is bound; but that between the lines there is written another, more sacred, more binding, with each child that may enter the school, to be to each a teacher, a friend and guide, faithful and true. The true teacher will so feel the binding obligation of this higher contract as almost to lose sight of the one he has with the directors, looking upon the latter merely as a necessary form preliminary to that which is more vital and real.

It is very important for the teacher to form a just estimate of the possibilities of his work, taking into account all the conditions and surroundings. I take it that indulgence in too high ideals is not the besetting sin of teachers. A high ideal is desirable, but it should be tempered with good judgment. It is possible for one's ideals to carry him away into the realm of the visionary and the impracticable. It is well enough for the teacher to bear in mind that his school district does not lie in Utopia, and to discriminate pretty clearly between what, under existing circumstances, can be done and what cannot be done. A wise mariner will not deliberately run his ship upon a rock, on the ground that the rock has no business to be there. It is sometimes best to tack a little.

I recall an interesting case of a young man of good ability and fair scholarship, who engaged to teach a country school in one of the Western Reserve counties. He had a high ideal, and was ambitious to excel. When he received his certificate from the examiners, he expressed his determination to have the best school in the county. He had not been teaching long, however, when trouble began. He had progressive ideas, and undertook to carry out measures which may have been well enough in themselves, but which met with determined opposition in that community. In the discord and contention that arose the teacher said and did some unwise things, and about the middle of the term the directors met and discharged him. The teacher had the satisfaction of collecting his full salary, after two trials in court, though, doubtless, his attorney's fees absorbed the most of it. For the want of a little tact and adaptation to existing conditions, the teacher suffered seriously in reputation as well as in pocket, and the district lost almost a winter's schooling.

It is well sometimes to stoop a little when one's head is in danger. It is said that Benjamin Franklin, when a young man, had occasion to call on old Dr. Cotton Mather. On taking his leave, Mr. Mather showed him out by a back way through a dark hall, and at one point in the passage said to him, "Stoop a little here." But Franklin, not clearly understanding the direction, walked on and his head struck a beam overhead. Whereupon Mr. Mather turned and said, "Young man, if you'll learn to stoop a little as you go through the world, you'll save yourself many a hard thump."

A word of caution is necessary here. One must not be always stooping. It is well to learn when to stoop and when to stand and walk erect. Be this your rule: Never stoop nor yield when a question of right or duty is involved, even at the risk of some hard thumps; but in matters of mere preference or expediency it is wise to avoid all needless thumps. And even when thumps must be taken in the performance of duty, there is often a way of breaking the force of the blow by interposing a cushion of blandness and suavity.

Much experience and observation lead me to lay down this rule for young teachers, to be taken with modifications and exceptions above noted: *Adapt yourself to the needs and expectations of your employers.*

I was much interested in the experience of two girls who went out, about ten years ago, from the same city high school, and taught successively the same country school. The first, Miss B., made herself very much at home among her patrons, and was very popular. She boarded at the house of a farmer not far from the school. If the good house-wife was unusually busy and the supper was late, she would get for herself a slice of bread and a cup of milk, and when milking time came she would sometimes say: "Let me have a pail; I can milk." And thus she made herself not only agreeable but helpful. She had the happy faculty of adapting herself to her surroundings, and of putting herself in sympathy with those among whom she labored. She carried the same spirit into her school, and in the same way won the hearts of the pupils. She became a very popular teacher, and soon received a call to a better position.

The next season, Miss R., the other one of the two girls, was employed in the same school, and boarded at the same place. She was the more scholarly and in many respects the more promising of the two. But her notions of the fitness of things were very different from those of Miss B. On her return from school at the close of the day, she retired to the parlor with her book or magazine, and awaited the call to tea. She knew little about cows or milking, and cared less. She took no interest in the things which interested the people about her, and was altogether out of harmony with her surroundings. Her pupils and their parents were not slow in coming to the conclusion, justly or unjustly, that she felt herself above them, and her influence, in school and out, was small. She gave up the school in disgust before the end of the term.

These two are typical cases from which young teachers may learn an important lesson.

(Continued.)

PESTALOZZI.

BY DR. J. P. GORDY.

"The name of Pestalozzi is forever dear to the hearts of all men. For he is the first teacher to announce convincingly the doctrine that all people should be educated—that, in fact, education is the one good gift to all, whether rich or poor."* "Pestalozzi directed education to the lower classes—to the hitherto neglected multitude without property. There should be in future no dirty, hungry, ignorant, awkward, thankless and willless mass of people consigned to live a merely animal existence."

The teacher who first gave effective prominence to such an ideal should be an object of special interest to teachers everywhere, but particularly in this country. The great mission of America is to insist upon the dignity and worth of man as man without regard to birth or circumstances so far as they are independent of his will. Pestalozzi, in insisting that every human being is entitled to the development of the faculties he is born with, in protesting against the idea which for so long a time dominated the thought of the world—that a large part of the human race are of value and significance only as means to the accomplishment of ends outside of themselves—was in perfect accord with the noblest American ideals.

He was born in Zurich, the 12th of January, 1746. His father died when he was three years old and left his mother with three children and very little property. An extract from one of his letters will give some idea of his childhood: "My mother devoted herself to the education of her three children with the most complete abnegation, foregoing everything that could have given her pleasure. Her position as a widow necessitated the most careful economy, and the trouble that Babeli (a servant) took to do what was almost impossible is hardly credible. To save a farthing or two in the purchase of vegetables or fruit, she would go two or three times to the market, waiting for the moment when the peasants would be anxious to get rid of their goods for the sake of returning home.

*Dr. W. T. Harris

The same careful economy was applied to everything, otherwise my mother's slender means would not have sufficed for our housekeeping expenses. When we children wanted to be off somewhere and there was no particular reason for us to go, Babeli would stop us, saying, 'Why do you want to go and spoil your clothes and shoes to no purpose? See how your mother goes without everything for your sakes, how she never leaves the house for months together, how she is saving every farthing for your education.' But of herself, of what she did for us, of her continual sacrifices, the noble girl never spoke. The economy in the house was not allowed to interfere in any way with the family traditions; and the money devoted to alms, gratuities and New Years' gifts was out of all proportion to our personal expenses. Although these extra disbursements always troubled my mother and Babeli they never hesitated to make them. My brother, my sister and myself had all fine Sunday clothes, but we wore them very little, always taking them off as soon as we got indoors, in order that they might last the longer. When my mother expected visitors, no pains were spared to make our one room fit to receive them."

The following extract from the same letter will give some idea of him as a school-boy: "The failures which would have sadly troubled other children hardly affected me. However much I might have desired or dreaded anything, when it was once over, and I had had two or three good nights sleep over it, if it concerned me alone, it was just as though it had never been. From my childhood, I have been everybody's plaything. My education, which gave food to all the dreams of my fancy, left me alike incapable of doing what everybody does, and enjoying what everybody enjoys. From the very first, little children, my school fellows sent me where they would rather not go, and I went; in short, I did all they wanted. The day of the earthquake at Zurich, when master and boys rushed pell-mell down stairs, and nobody would venture back into the class-room, it was I who went to fetch the caps and books. But in spite of all this there was no intimacy between my companions and myself. Although I worked hard and learned some things well, I

had none of their ability for ordinary lessons, and so I could not take it amiss that they dubbed me Harry Oddity, of Foolsborough. More than any other child, I was always running my head against the wall for mere trifles; but it did not trouble me. I thought I could do many things which were quite beyond me. I measured the whole world by my mother's house and my school-room, and the ordinary life of men was almost as unknown to me as if I had lived in another world."

Having decided to study theology, Pestalozzi entered the University of Zurich about the year 1760. There were then in that university some very eminent professors, some men of the genuine Socratic stamp. But while their teaching was for the most part of a high order of excellence, it tended still further to develop the impractical side of his nature, and make him more than ever lose sight of the realities of life. His teacher there lost sight of the fact that one of the objects of education is to bring a man into harmony with his surroundings,—that an education which ignores the fact that a man is a member of society, which considers man as if he were to live alone like Robinson Crusoe,—is sadly defective. In his own language, "We were taught to despise the external advantages of wealth, honor and consideration, and to believe that by economy and moderation, it is possible to do without most of the things considered essential by ordinary middle-class people. We were beguiled by a dream, to-wit, the possibility of enjoying independence and domestic happiness without having either the power or the means of acquiring that position which alone can give them." However excellent such training may be for most boys, it was very unfortunate for Pestalozzi. His dreamy impractical tendency should have been counter-balanced by a course of training calculated to give him the firmest grip possible on the realities of life.

He soon abandoned the study of theology. His enthusiastic love of humanity—the ground trait of his character—led him to take up the study of law in order that he might be the better able to defend the oppressed and get justice for the common people. When a boy, he used to say, "When I am big, I shall support the peasants.

They ought to have the same rights as the townspeople."

But he soon gave up the study of law for agriculture. Here again the controlling impulse was his love for his fellowmen. Pestalozzi saw men all around him staggering under terrible burdens of poverty. Before they could provide for their children such an education as he wanted all men to have, he knew they must be in a position to enjoy some of the comforts of life, and he thought, by devoting himself to agriculture, he might discover improved methods of farming, the knowledge of which would enable the peasants to live in a better way.

Shortly after he turned his attention to farming, he became engaged to Anna Schultess. One of his letters to her has been very often quoted, and yet it gives such a life-like picture of him that I hope I shall be pardoned for quoting parts of it again: "My failings which appear to me the most important in relation to the future, are improvidence, want of caution, and want of that presence of mind which is necessary to meet unexpected changes in my future prospects. I hope, by continued exertions, to overcome them, but know that I possess them still to a degree that does not allow me to conceal them from the maiden I love. They are faults, my dear, which deserve your fullest consideration. I possess yet other failings which must be attributed chiefly to my irritability of temper and over-sensitiveness. I go to extremes in my praise as well as in my blame; in my likings and dislikings. I also enter into plans and schemes with such fervor as to exceed proper limits, and my general sympathy is such that I feel unhappy in the misery of my fatherland and friends. Direct your whole attention to this weakness; there will be times when my tranquility and cheerfulness of soul will suffer under it. . . .

"Of my great and very reprehensible negligence in matters of etiquette and conventionality it is useless to speak as it is too obvious. I am further bound to confess that I shall place my duties toward my fatherland in advance of those to my wife, and that although I mean to be a tender husband, I shall be inexorable even to the tears of my wife if they should ever try to detain me from

performing my duties as a citizen even to the fullest extent.

"My wife shall be the confident of my heart, the partner of all my most secret counsel. A great and holy simplicity shall reign in my house. One thing more: My life will not pass without great and important undertakings. I shall never refrain from speaking when the good of my country demands it, and I shall risk everything to mitigate the misery and need of my countrymen. . . .

"Reflect well and decide whether you can give your heart to a man with these qualities and be happy."

How well Pestalozzi understood himself, the story of his life will show.

(To be continued.)

LAYING THE FOUNDATION.

MRS. JENNIE H. JONES.

In the education of a child, a broad, solid foundation is of the utmost importance. This is admitted by all educators, and rarely fails of reiteration in their various assemblies. Still we are forced to the conclusion that many of those engaged in rearing the educational fabric are too often painfully struggling to erect an elaborate superstructure upon a foundation of sand. It is no new theory that the most skillful teachers should be employed in the primary classes, receiving for their services the highest compensation. But as a general thing, we have as yet advanced no farther than theory, and much unsatisfactory work is done where it ought to bear the stamp of the highest excellence.

Whatever the child does under the direction of the teacher, he should do intelligently, be that work the play of the kindergarten or the more earnest researches of the advanced classes. When he reads his first sentence from the chart or the primer, the words should be uttered as the expression of a thought which he has made his own, and this *thought-reading* should be persistently

followed from lesson to lesson, and from grade to grade. This done, difficulties in regard to modulation, inflections and emphasis, would never be encountered. It is no rare occurrence for children who have attended school for five or six years, to maintain that the voice, in reading, must rise at every comma and fall at every period. *Thought-reading* from the beginning and throughout the entire course, would render such absurdities impossible. A little child should not be requested to *read* a *new* word until that word has become his own as a part of his vocabulary, and he is able to use it in the expression of his own thoughts. Language lessons and reading should be regarded as inseparable. Distinctness of articulation, correctness of pronunciation and propriety of tones, do not belong exclusively to the reading lesson, but should form important elements in every language exercise. From the time at which a child is taught to express his first thought, every sentence he utters, and every story he relates, should ultimately be measured by the standard of absolute correctness. He should be taught to spell and to write, as well as to use in conversation, every new word, so that it might come into his complete and permanent possession. Thus, his growth in language would be gradual, steady, and unmistakably sure, and at every stage of his career, he would be able to express clearly and correctly his thoughts regarding any subject within the circle of his intelligence. When this is accomplished, composition writing in the primary school will cease to be a bug-bear. Children will not then, as now, in their efforts to write a composition, use mere groups of words without stopping to consider as to whether or not those words are accurate expressions of thought.

The time usually spent in dealing with disconnected sentences which can have but little interest for the child, might be profitably employed in leading him to relate short stories or to describe objects which are interesting to him. A story in which most of the sentences are made to contain plural names and verbs, would prove much ~~more~~ interesting, than would an equal number of disconnected sentences given with the view of teaching *one* and

more than one. Such fragmentary expressions of thought should be relegated to the domain of grammar.

A few days ago a boy thirteen years old and who has attended school for seven years, said, when speaking of a problem in arithmetic, "There ain't noth'n the matter with this here'n." Was it not fair to infer that there was something serious "the matter" with his foundation in language? When another lad defines Equator as "a circus drawn around the earth," he making a manifest effort to bring what he has been taught in geography, within the plane of his comprehension. When in solving an arithmetical problem, a child can do no better than guess at the processes to be employed, his preparation for the work in hand, has in no sense, fulfilled its purpose.

Where the course of study which teachers in the primary grades are required to cover, is too extensive, those who control such matters should see that its limits are curtailed. But a better foundation is to be secured mainly through a wider and more intelligent use, in the primary classes, of the objective method of instruction. Nature has so ordained it, that truth can reach the consciousness of the child only through the senses, and whenever other avenues are sought, failure must be the consequence.

Cincinnati, O.

THOMAS ALLEN POLLOK.

BY LEROY D. BROWN.

Though a brief sketch of MR. POLLOK has already appeared in the MONTHLY, we give place to the following, which was written at the request of MRS. POLLOK.--ED.

"These our actors,
As I foretold you, were all spirits."

Nestled in the foot hills of the Appalachian mountains, not many miles from that point which marks the intersection of the southern and the western boundary lines of Pennsylvania, in the quiet village of Triadelphia, Ohio County, Virginia, Thomas Allen Pollok was born on

the 10th day of April, 1836. His early years were spent in Wheeling, in the public schools of which he became an apt and successful pupil.

Thrown upon his own resources by the loss of his parents, he began work as a cabin boy on an Ohio river steamboat. At the age of fourteen he came to Union Village, Warren County, Ohio, and for several years lived with a Shaker community remarkable for their great industry and excellent morals. In the village he resumed his studies with the greatest zest, and in a few years we find him teaching a country school. About this time the Normal School at Lebanon was established. There he was inspired by the instruction of Alfred Holbrook and William D. Henkle for his life work.

Then came the Civil War, and among the private soldiers who first enrolled their names as defenders of the Union was Tom Pollok, the school-master. He volunteered at Eaton, Ohio, April 17, 1861. He served his country as a volunteer until he was mustered out of the army with his command, at Fort Leavenworth, December 22nd, 1866. Of the 300,000 men that Ohio contributed to the Grand Army of the Republic, few have a record so long and meritorious as that of our friend. His own modesty was so great that his most intimate associates seldom obtained any account of the long marches and the bloody conflicts in which he had participated. But his comrades in arms testify to his courage and fidelity as a soldier. He carried a musket at Fort Donaldson and he was wounded at Shiloh. He fought with his regiment under General Grant on a dozen battlefields between Pittsburg Landing and the surrender of Gen. Pemberton at Vicksburg.

Meantime he had been promoted for deeds of daring performed on the battlefield. With the opening of the Mississippi, Lieutenant Pollok was ordered with his regiment, the 22nd Ohio, to Helena, to join the army of Arkansas under General Steele. He assisted in the capture of Little Rock, and won a second promotion in that campaign. He was now recognized as one of the best officers in his regiment, and was detailed for staff duty. In this position he demonstrated his fitness for executive

duties so clearly that he was made Captain and Provost-Marshal of the Western District of Arkansas, with headquarters at Fort Smith. At various times he was entrusted with undertakings that required the greatest coolness and courage combined with the highest order of judgment. But whether it was a campaign against hostile Indians in the Territories, or a midnight march against guerrillas in the mountains, he was always equal to the emergency, and when he rendered his final account to the government, it was pronounced one of the most complete and satisfactory that had ever been made. He was offered a commission in the regular army, but this was refused, for he longed to be in the school-room. With health impaired by exposure, and his hearing affected by his experience at Shiloh, he came home from the war to begin anew the labor he loved so well. None that knew him will doubt that if he had chosen the profession of a physician or journalist, he would have achieved eminence. He was too wise, however, to disobey his call to teach, and from 1867 to 1890, he labored with the greatest success in the schools of West Elkton, Winchester, Camden and Miamisburg. In Preble County, he served as a school examiner. He also served for a time as a member of the Ohio State Board of School Examiners. At different times he held prominent offices in educational and other societies. He never sought any distinction, although he was not without appreciation of the honors that came to him.

Larger school superintendencies than he ever held were often within his reach, but he steadfastly refused to enter the wider fields, believing that the most abiding results of the educator are not possible in the great cities. Like his celebrated master, President Holbrook, he trusted in the personal influence of the teacher upon his school, and through the school he moved his community. It was this influence dedicated to the mental and moral development of mankind, that Superintendent Pollok sought. His aim was not money, as is too often the case with men who by some accident have missed their calling as money changers to invade the sanctity of the school-room. Nor was his aim knowledge. This, although greatly prized.

was secondary. He looked more to the child as a social being. The humane or human side of his pupils and of his people was never out of his sight.

His large heart, his great intellect, his rich experience, his love of books, his greater love of nature, his sunny temperament, his cheerful face, his practical philosophy and his religion, all united to win for him his own lofty ideal of success—the affection of his pupils. In Miamisburg he labored for eleven years. On the day of his funeral six hundred sorrowing children from the public schools followed his coffin to the grave. Well did an aged neighbor on seeing those children say with tremulous words: "Oh, if Pollok could only see this—he would be happy." Who can say that the dead school-master did not see that long line of sincere mourners bedecking his tomb with flowers on that October day? Certain it is, he was worthy of their affection, and the good that he did will live after him.

In 1874 he was united in marriage with Miss Leona Edwards, who for more than sixteen years shared with him the enjoyments of a most happy home. His death, which was occasioned by apoplexy, occurred on the morning of October 13, 1890. The day previous he had attended the funeral of an army comrade, having returned to his home in his usual health. Being weary, he retired somewhat earlier than his habit. This was his last night in this world. Like all prudent men, he had made some provision for his departure. He had signified his desire to be buried with those who, like himself, had worn their country's uniform, and in a private paper he named "The Sweet By and By," "We are Gathered at the River," and "Nearer, My God, to Thee," as the hymns he wished to be sung at his funeral.

He did not fear death, for his religion consoled him with the thought that his exit from this life but marked the entrance upon a more perfect form of existence.

The brave soldier, the devoted patriot, the good and noble school-master, the kind husband, the upright citizen and the faithful friend has gone hence. We remain behind. "All is spirit to him who is spirit."

"If there's another world, he lives in bliss,
If there is none, he made the best of this."

Santa Monica, California.

THE QUESTION OF FREE TEXT-BOOKS.

The following very clear and terse statement of the free text-book question was made by Prof. S. R. Thompson, of Westminster College, to a meeting of school directors at the late session of the Lawrence county (Pa.) teachers' institute. Prof. Thompson's large experience gives weight to his testimony. He was for six years State Superintendent of Instruction in Nebraska, has had large experience in conducting teachers' institutes in several states, and is now a member of the board of education at New Wilmington, Pa.—EDITOR.

Uniformity of text-books in school is always considered desirable, as without it good classification and consequently good school work is impossible.

A plan for securing uniformity, which has been growing in favor for many years, is to have the district buy all text-books and loan them to the pupils.

Careful study of this plan extending through many years, has convinced me that it possesses the following advantages:

1. The necessary books are ready at the beginning of the term, and no one is kept from work by the need to send to the store for his books before he can begin.

2. Every pupil has the same kind of books, the right kind and enough of them.

3. Needed changes of books can be made without any increased cost, since when one set is worn out, a *different* kind will cost no more than the *same* kind.

4. More pupils come to the schools where the books are furnished than when the parents have to buy the text-books, and thus the benefits of the school are extended to a larger number. It is no uncommon thing for pupils to stay out of school because the parents do not at the time feel able to buy the necessary books.

5. When the district furnishes the books, the total cost to the entire community is less than when individuals buy them. This for several reasons: The books can be bought in quantities at wholesale at from 20 to 40 per cent below retail prices which individuals must pay. Also, experience shows that the books last longer than when owned by pupils, partly because they are kept in the

school-house and thus are free from the wear and tear of home use and of carriage to and fro.

6. Where free text-books are furnished, when a family moves into the district the children can go into the school at once, without the expense of buying new books, or waiting, it may be, to send to a distant town for them.

THE RESULT OF EXPERIENCE.

Some years ago, I had occasion to present this subject to a number of county conventions of school directors, in substantially the same way as has been done here, but in a western state. At the time when the question began to be generally agitated, less than a score of districts were furnishing books free. One year afterwards, sixty districts were trying it, and two years later the reports showed 246 districts having the plan in operation. At the latest report I have been able to get, but three districts had adopted the plan and afterwards given it up.

Reports from a hundred districts that had used the plan from one to five years, gave the following results:

The average reduction on the price of books below retail prices was 25 percent, but some got 40.

Ninety percent report the plan working well, and as being highly pleased with the plan.

As to the cost of the books per pupil, the amount varied from 50 cents a year for each pupil, to one dollar and a quarter, the average being about 75 cents.

In my own district of which I was director, we furnished not books only but ink, pens, paper, slates and copy-books.

In the district, the entire expense for all these things for five years, for each pupil was two dollars and fifty cents, or fifty cents per year.

In regard to the cause of the failures reported, they seemed nearly all to be traceable to want of suitable means of taking care of the books.

Should any boards represented here think of trying the free text-book plan, the following suggestions are offered as embodying the experience of many districts which have used the method successfully:

Buy all books at the same time and from the same person, if possible, and thus get the largest possible reduction from retail prices.

Provide a book-case or dry closet in the school-house in which the books can be locked up for safe keeping. A case with as many compartments as there are pupils in the school will be found very convenient, to prevent the mixing of sets of books in charge of different pupils when the books are temporarily stored away.

Provide a book in which to keep a catalogue of the books and a record of those loaned to the pupils.

Make the teacher responsible for all losses that follow from his want of care.

Keep an accurate account of all expenditures for books, so that it may be possible to judge intelligently from year to year whether it pays to continue the plan.

In these suggestions but little mention has been made of the example of cities and states where the experiment of free text-books has been tried, but some mention of this may be proper.

The city of New York has furnished text-books free for eighty-four years. It is stated on good authority, that half the schools in New England furnish text-books free; and Massachusetts has required it by law for the last six years. Pennsylvania has a law allowing school boards to furnish free books, and eight other states have laws requiring books to be furnished to indigent pupils.

On the whole, the custom appears to be gaining ground rapidly, and to hold its own wherever adopted.

PRIMARY DEPARTMENT.

A LANGUAGE LESSON.—FIRST YEAR CLASS.*

Before calling the little people to the class, a house was drawn on the board. Over this waves a flag, while in the yard are found a croquet set, a little wagon, and a tree with a swing. Adjoining this yard is a barn-yard, in

*Transcript of a lesson given by the writer.

which are written the names of such animals as the children have learned to spell and to recognize at sight. These are cow, calf, horse, pony, pig, kid, ducks, rooster, hen, chickens, dog and cat.

The names of all the children in the class are also written on the board. The children know at sight all the names.

The class being called and everyone in his place, they are told that each child is expected to tell something about one or more of these words they have been learning.

Teacher.—Who is ready to tell what he has thought of? Now, remember, each one is to have his own story, and not to tell what some one else has told.

The little hands are raised, and each one is eager to tell what he has to say.

Teacher.—Rosa, you may tell the first story.

Rosa takes the pointer and passes to the board, pointing to such words or pictures as she uses.

The italicized words in the following sentences are the ones pointed to by the pupils.

Rosa.—*Miss Blank* lives in the *house*. *Mary*, *Tiny*, *Blanche* and *Jennie* went to see her. *Karl* is in the *swing*.

Teacher.—That will do, Rosa. Let some one else tell something. Grover, what have you to say?

Grover.—*Rose* is in the *wagon* and the *dog* is pulling her.

Teacher.—Very well told, Grover. What can Jennie find to tell us?

Jennie.—*Hiram* ran after the *pig*.

Teacher.—And what from you, Eddie?

Eddie.—*Hiram* fed the *pig*.

Teacher.—But, Eddie, you should tell your own story. Yow borrowed Jennie's.

George.—No, *Miss Blank*, Jennie said *Hiram* ran after the *pig*, and Eddie said he fed it.

Teacher.—Sure enough, George, your ears were better than mine that time. Eddie, finish Jennie's story for her. Karl, take the pointer.

Karl.—*George*, *Eddie*, *Grover*, *Charley* and *Grant* went to see *Miss Blank*. *Charley* and *Grant* is playin' *croquet*.

Teacher.—Karl has made two mistakes. Who can tell him how he should have told his last story?

Gussie.—*Charley* and *Grant* is playing *croquet*.

Teacher.—You have corrected one of the mistakes, Gussie, but made one just as Karl did.

Grant.—*Charley* and *Grant* are playing *croquet*.

Teacher.—Right, Grant. Now will you find the rooster, the hen and the chickens and tell us about them.

Grant.—The *rooster* crows every morning and wakens up *Karl*. The *hen* has little *chickens*.

Teacher.—Harry, find the pony and ducks.

Harry.—*George* got on the *pony* and went to find the *ducks*.

Teacher.—Claude, how did the dolly come to be on the door-step?

Claude.—*Mary* ran into the house and left the *dolly* on the steps.

Teacher.—Blanche, what is floating over the house?

Blanche.—That is a *flag*.

Teacher.—Who knows anything about our flag?

Hiram.—Oh! I know. The flag's to wave, and to march by, and to wrap around people when they're away off, so no one can hurt them, and it's striped, and—stars means new states, and, and—

Teacher.—Hold on, Hiram, you are running away with our flag. I am glad you remember so much, but let us tell it a little more slowly. Whose flag is it?

Hiram.—It belongs to every one of us, to our country.

Teacher.—What is the flag like, Miriam?

Miriam.—It has thirteen stripes and a blue field with stars in it.

Teacher.—Why are there thirteen stripes?

All.—They're for the first thirteen states.

Teacher.—Now, George, what about the stars?

George.—The stars are for the states there are now. Every time there is a new state, a new star is put in the blue.

Teacher.—Your stories have been very well told. I hope you will always remember, and be able to tell so nicely what you have learned.

ANNA M. TORRENCE.

Clifton, Greene Co., Ohio.

THE BUSY-WORK PROBLEM.

RHODA LEE.

An unprofessional reader on noting the above headline would, in all probability, criticize the tautology of so useful an adjective, but to those interested or engaged in primary teaching, the term "busy-work" is full of meaning, signifying employment at the seats as totally distinct from class recitation.

The words, however, indicate what is to some teachers its chief value, namely, keeping the children from falling into disorder by insisting on the hands being steadily employed. If the work given to a class succeeds in preserving a certain quietness in the room, the teacher is abundantly satisfied, the work being assigned, perhaps on the spur of the moment as the scholars file to their seats, without any thought as to its interest or usefulness, and without any intention of either examining or correcting it.

This is a great misconception of busy-work. It should certainly accomplish more than this.

Busy-work should have as an object the cultivation of right habits of work, of doing work neatly, cheerfully and in the best way possible.

The work should be useful, that is, it should either add to the child's knowledge or increase his power. There is scope for a great amount of bad work in this seemingly unimportant part of school work. Employment is given without any thought as to its object, and mistakes, trifling in themselves, are allowed to be repeated over and over again until an impression is made that can scarcely be eradicated with the best of teaching. To prevent this it is absolutely necessary to examine the slates every time work is done.

More than once I have heard earnest and thoughtful teachers say something to this effect to a scholar who had been most diligently employed in filling his slate with previously assigned work: "Have you filled your slate, Harry? Well, rub it off and fill it again with numbers." Poor Harry devotes considerable energy to scrubbing his slate, and then starts his figures at one; but alas, when he

gets to one hundred and nine he writes as the next number a large two hundred, and so continues, in blissful ignorance of any mistake, to "fill his slate." Perhaps this error is repeated for two or three days before it is discovered by his teacher, and then she finds considerable difficulty in disabusing his mind of this blunder. The want of time is the reason given for neglecting to examine slates, but I would strongly urge you to *take* time. Shorten the lesson you are giving at the board, and correct the work done by the scholars at their seats.

It is necessary while you are engaged with one class that the other should be busily employed; it is necessary that they should do the right kind of work, and it is still more necessary that this work should be done in the right way. And how much better your scholars will work after an approving nod or a word of praise as encouragement.—*Educational Journal*.

A PLEA FOR INDIVIDUAL WORK.

BY HARRIET H. HICKOX, OMAHA.

Every student of child nature and child culture finds in every primary room—even the best—certain conditions and certain results that are far from ideal. *Every* teacher is often bowed beneath the weight of perplexities, but at present no one is so heavily burdened as the *primary* teacher. The last ten or fifteen years have thrown much light upon our work in theory, and while we gladly accept the knowledge of better things we are not yet free from the manners and customs of an older school which owed its existence to an altogether different idea and ideal. Thus the thinking, earnest teacher is continually striving to keep peace, as it were, between what her best judgment tells her she ought to accomplish and what by virtue of necessity she does accomplish.

We theorize of "freedom," of "harmonious growth," "education of the senses," "attention," "concentration,"

and "the responsibility of training immortal minds"; then we go to school, arrange our class in rigid lines, exact a semblance of attention, and proceed with fearful determination to "do the term's work."

Will the first twenty-five or fifty pages of a first reader accomplish the harmonious three-fold development of the pupils in a school? It possibly might, but seldom does. You say "but there are many other things now that we do." Yes, and all other things are good, but they are secondary.

A womanly and capable teacher left to the undisturbed control of a small number of children will develop them, whether she teaches them to read or not; because, between her and each little child there will be a bond of sympathy, of intimate acquaintanceship. They will follow her will. They will be upon a common plane. Then only, says Emerson, is teaching possible. The nurturing of the child in the first days of school should be almost entirely "individual" instead of, as it is often, wholly "class." The reason is apparent when we reflect that these little persons have received all previous instruction at the mother's knee—looking strait into her eyes—receiving her direct attention.

Were it not so common it would strike us as strange to mass these children together in large numbers to receive the far-off, much spread-out instruction of an ordinary school, and even hope that the minds would continue to unfold. The teacher who can easily and happily lead out one child can doubtless lead more than one; but there is a limit, and this the old style school did not recognize. Rooms containing seventy children are now rare, but fifty five-year olds in one "class" are still far too common. The "class" and not the child is still the unit of the school-room, and while that is the case many bad things will continue to be.

The minds of little children can be led in common, and in one direction, but a few moments; then it should be our study to arrange to give time to one child. We have grown familiar with the motto, "An injury to one is the concern of all," and it is equally true that a gain to one is

a benefit to all. The giving of one full minute, or three full minutes, to each child in the course of a day—centering main attention upon him—standing beside him, literally, perhaps, holding on to him, will accomplish more for concentration and for development than many half-hours of class recitation in these early days. Many a recitation that runs off as smoothly as oiled machinery, possesses no incentive to induce thought, except for three or four pupils—the leaders. Can you do as much of this work as you ought to with a school of fifty pupils? No. One may do a great deal with thirty pupils and fair work up to forty, and *something* may still be accomplished in this direction with fifty. But the teacher of the “babies” who does not feel each addition above thirty pupils, has more ability as a military commander than as an educator.

For the best work we could give these children we have no appliances. A teacher tells me, “The principal wished me to give form lessons and gave me a sphere, cube and cylinder, and a bunch of assorted sticks.” Surely the principal had provided an ample basis for form lessons. There are the three typical solids, sticks to show all lines and angles, and to outline all surface forms. But the pupils are not very much interested—the knowledge, developed or imparted, does not seem to be a part of their real possessions. The teacher may suggest that if each child had a set of forms and a bunch of sticks better work could be done. Most principals will ask if it does not do as well for the teacher to hold them before the class while they all see them.

Does the sight of a meal do for the taste of it? Or the smell of the rose for the sight? *Nothing* with a child takes the place of touching, handling, an object of interest. It is so with primitive races. *Our* satisfaction at seeing only means that we have satisfied the sense of touch in this instance at some previous time. If we wish a child to become thoroughly acquainted with an object we should provide him the means to exercise all his senses upon it, so he may discover all the properties possible, unaided; then the rest will help. That these appliances cannot be procured save at private expense is only another proof of the sway of the old ideal in the

primary room. Not only the manners, customs and appliances (or the lack of them) show this, but in a measure the same results are expected. And we are weakly striving to fit in with these, methods in accordance with the idea of the "harmonious development of the individual." How? It is a large question. It has but *one* solution, and yet we have not "come up" to that. We must now be content with striving to save these little people in our charge from the stifling, stupefying effects that result from subjecting the miniature, undeveloped baby minds, to second grade methods. To do what we can we must do many things and have for our motto, "the child," not "the class." We must be brave, wise, cautious and very persistent.

Extend the belief that thirty-five is a very large school. That play, both free and directed, is a great educative force. That it is often a good thing to work with one child, or three or five, apart from the rest of the children. Can we manage so that at the end of the week we know, not what the "A" class or "B" class can do, but what Nellie and Ben and Mary and John can do. Let us discard machine methods and devices and in general select that which calls the powers of *each* child into action.

Then possessing our souls in patience, rejoice not only that the world moves, but that it goes rapidly onward, and await the day when we as first teachers of the young will not be called upon to lay the foundation and erect the superstructure at one and the same time.—*Iowa Normal Monthly*.

NOTES AND QUERIES.

ENGLISH IN KENTUCKY.

A Kentucky correspondent sends some samples of the efforts of young Kentuckians to use English. These words were given to be used in sentences: *Browse, scour, scowl, bounce, frail, maim*. The following are some of the sentences: "His eye-browse are black." "The cat

will browse." "The man is four scour years old." "The scowl is beautiful." "The horse will bounce the fence." "She will frail the boy." "The man was a maim."

PUPILS VISITING SCHOOLS.

A correspondent mentions this incident in connection with the recent meeting of the Central Ohio Teachers' Association at Springfield:

"Miss Agnes Kyle, who teaches the Hopewells school, not only attended herself but took all her pupils with her,—twenty to twenty-five pupils ranging in age from twelve to eighteen years. They visited the Springfield schools in the morning and attended the meetings in the afternoon, bringing their dinners with them. Miss Kyle said that when she was a scholar she often wished to see the city schools, but felt too backward to go alone. She thought this plan would give them some new ideas. Other schools might be helped in the same way."

QUERIES ANSWERED.

Q. 181.—Kirmess, kermers, or kermis, is originally from the Bohemian *karmesh*. We get it from the German *kirch-messe*, meaning church festival, "church ale." In the Low Countries and in French Flanders, an annual fair of a town, characterized by feasting, dancing, etc. In the United States, an entertainment given for charitable purposes, in which the costumes and sports of the Flemish kirmess are imitated. See the new Century Dictionary.

W. A. WEYGANDT.

Wooster University.

"Kirmess, (from Ger. *kirch-messe*, 'Church Fair'). An open air festival and bazaar for charitable objects much in vogue in recent years in fashionable and philanthropic circles in America and England, at which the attendants on booths and stands appear in Dutch peasant costumes."—*New People's Cyclopaedia*, 21st ed., page 1875.

Will M. F. Andrew please inform the undersigned of the page of Lockwood's English in which this word is found.

E. M. VAN CLEVE.

South Charleston.

Q. 182.—Washington, Olympia; Idaho, Boise City; Montana, Helena; Wyoming, Cheyenne; North Dakota, Bismarck; South Dakota, Ft. Pierre.

W. A. WEYGANDT.

Q. 183.—Dryden. When a boy at Westminster school he with others was requested to write some verses on the miracle of the conversion of water into wine. Being a truant, he had time to make only one verse of Latin and two of English. Here are the English verses:

"The modest water, awed by power divine,
Beheld its God, and blushed itself to wine."

His teacher told him this was a presage of future greatness.

H. S. F.

"The conscious water saw its God and blushed." These words are from "An Epigram on the Miracle at Cana," by Richard Crashaw (died 1650), an English poet who wrote in Latin. The following lines are from Aaron Hill's translation of Crashaw's "Poemata et Epigrammata":

"When Christ at Cana's feast, by power divine,
Inspired cold water with the warmth of wine.
See! cried they, while in red'ning tide it gushed,
The bashful stream hath seen its God and blush'd."

Wooster University,

W. A. WEYGANDT.

Q. 184.—In the active, "money" is the direct object; it is, therefore, the *logical* subject in the passive, but governed by some understood preposition. See Holbrook, page 38, Sec. 225.

W. H. CRECRAFT.

According to Harvey, "money" is in the objective case without a governing word. See Rem. 4, Page 201.

W. S. JONES.

"Money" is in the objective case. "Offered" can take two objects, one of the person and one of the thing. "He offered me money."

W. A. WEYGANDT.

Q. 185.—"Seven times six" is a phrase used as a noun, nominative case, subject of "are."

L. A. MAGRUDER.

Seven times (repetitions) [of] six are forty-two: "Seven" is an adjective belonging to "times" which is the subject. "Six" is an abstract noun object of [of].

W. H. C.

"Seven" is an adjective, modifying times. "Times" is a noun, in the nominative; subject of the proposition. "Six" is an adjective with the construction of a noun in

the objective case, governed by the preposition of, understood.

Q. 186.—“As follows” is an adverbial phrase, equivalent to thus. See Harvey, page 222, Sec. 235. W. H. C.

Q. 187.—Draw an equilateral triangle, making the sides each 50 feet, then draw the perpendicular from the vertical angle upon the base; the base will thus be bisected and the triangle divided into two right triangles each of which is equal to the given triangle. It is now easily seen that the hypotenuse is double 25 feet or 50 feet and the remaining side is $\sqrt{(50)^2 - (25)^2} = 43.3$ feet.

G. W. LEAHY.

Same answer and various solutions by A. H. Wicks, Edw. Sauvain, T. D. Morley, W. H. Grady and W. H. C.

Q. 188.—15 A.=2400 rds. The sides of the field must be in the ratio of 2 to 3. Let $2x$ equal the width and $3x$ the length; then, $6x^2=2400$, from which $2x=40$, width, and $3x=60$, length.

T. D. MORLEY.

Richfield, O.

How does it appear that the sides are in the ratio of 2 to 3?

Let x =width and y =length. Then by a proper course of reasoning $\frac{x^2}{y^2} = \frac{1}{2}$ and $\frac{x}{y} = \sqrt{\frac{1}{2}}$ or .7071.

15 acres=2400 sq. rods.

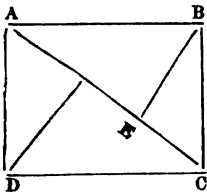
.7071 : 2400 :: 1 : (58.26)².

$58.26 \times .7071 = 41.1956$.

Hence, length is 58.26 rods and width 41.1956 rods.

Alliance, O.

E. F. KORNES.



Let $BE=x$ and $EC=y$; then $AC=3y$. BE is a mean proportional between AE and EC ; hence $2y : x :: x : y$, from which $x^2=2y^2$; or $x=y\sqrt{2}$. In the right angled triangle BEC , we find $BC=y\sqrt{3}$;
 $\frac{2400}{y\sqrt{3}}=AB$; $AB^2+BC^2=AC^2$;

$\left(\frac{2400}{y\sqrt{3}}\right)^2 + (y\sqrt{3})^2 = (3y)^2$, or $y^4 = 320,000$, from which $y=23.28+$; $y\sqrt{3}$ (or width) $=23.28 \times \sqrt{3} = 40.32$ and $2400 \div 40.32 = 59.52+$, length.

E. C. HEDRICK.

In these three solutions no two results are quite the same. The problem is open for further discussion.

Q. 189.—\$.9845 (proceeds of \$1)—\$.01 (discount)—\$.9745, cost of \$1 in exchange. $\$4000 \div .9745 = 4104.66$, face of draft. W. H. C.

Will Leonard gets same result.

Q. 190.—This query is undoubtedly taken from Ray's Higher Arithmetic (P. 291, Prob. 12), under the subject of Equation of Payments. This being known the latter part of the query may be readily understood. Solution:

\$.025—int. on \$1 for 5 mo., which is $\frac{1}{40}$ of prin.

$\$.01\frac{1}{4}$ —true dis. on \$1 for 7 mo., which is $\frac{1}{167}$ of prin.

Then $\frac{1}{40}$ of the first account— $\frac{1}{167}$ of the second and both equal \$487, from which we find that the first is \$280, and the second \$207.

The equated time of \$280 for one year and \$207 for two years is $1\frac{107}{167}$ years, or 1 year, 5 months and 3 days, which is 3 days different from 1 year 5 months. L. E. HUSTON.

C. F. Hanselman, Will Leonard, G. W. Leahy, W. S. Jones, W. H. Grady, E. C. Hedrick, and W. H. C. get the same result.

QUERIES.

191.—What is the difference, if any, in the meaning of the following expressions, and which is the better form: 1st—3rd month inclusive, and 1st—4th month? F. J. B.

192.—It is not *worth while*. Dispose of words in italics. E. S. J.

193.—I know *him to be* a scholar. Dispose of each word in italics separately. WILL LEONARD.

194.—He is a good man or *else* I am mistaken. Parse "else."

195.—"Whether is the nobler being of the two."—Swift. Parse whether. A. C. T.

196.—"The swan on still St. Mary's lake
Float double, *swan* and *shadow*."

Dispose of words in italics.

197.— $x^2 + y^2 = 7$. $x + y^2 = 11$. Written solution. Find x and y . E. F. K.

198.—One side of an octagon is 2 inches; what is the diameter of the circumscribed circle? C. C.

199.—A jeweler bought 10 ounces of gold by Avoirdupois weight, at the rate of \$480 per pound. How much did the seller lose by the fraud? B. J. BEACH.

200.—Two stand-pipes, one 50 feet high and the other 75, are 60 feet apart. A ladder is so placed between them that without moving the base it will just reach the top of each stand pipe. Find the length of the ladder and locate its base. J. D. A.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

We regret our inability to make room for several excellent articles, reports of meetings, news items, etc., which were designed for this number. They will appear later.

The editor attended two institutes in Pennsylvania in the month of December—one at New Castle, Lawrence County, the other at Meadville, Crawford County. Due report of his observations and doings will appear next month.

This number is a little late—the first occurrence of the kind in nine years, we believe—caused in this instance mainly by the tardy arrival of new type. It is not yet too late to wish for all our readers a very happy new year. May it bring to every member of the MONTHLY family great enlargement and abundance of peace.

The American Journal of Education and National Educator, published at St. Louis, has two clearly marked characteristics. The first and most prominent is self-laudation; the other is harsh and unkind criticism of somebody else. We have had it for nine years, and we do not think we have ever received a number from which either of these features was entirely absent. Better flee these things, Brother Merwin, "and follow after righteousness, godliness, faith, love, patience, meekness."

From the logical standpoint compulsory and universal education is one of the first corollaries of free schools. The United States are proud of their free school system, and yet *Harper's Weekly* tells us that, in that country, twenty-one states have no

compulsory law, and that where there is such a law it is seldom enforced. "In New York, Superintendent Draper has forcibly urged its enforcement; but it is the master's ferule, not the law that the New York truant fears." Whether as the cause or the effect of this state of things, we are further told that at the last census in the United States ten years ago, eleven percent of the entire adult population could not read or write; that this was true of nearly one-fourth of the voters in the Southern States, and that the percentage had increased in the decade since 1870. But of course the United States is hampered not only by the Southern difficulty, but also by the constant and immense influx of illiterate foreigners.

The Educational Journal (Toronto), from which the above is clipped, is more considerate and just than some of our own critics. In their eagerness to make a point against the schools, they purposely keep out of view the tremendous odds against which we have to contend, in the millions of liberated slaves in the South and the other millions of serfs and paupers from the dark places of the old world.

STATE MEETING AT CHAUTAUQUA.

COLUMBUS, O., Dec. 31, 1890.

EDITOR MONTHLY:—The Executive Committee of the State Association met at the Neil House last night, and completed their labors to-day at noon.

It was unanimously decided to hold the annual meeting at Chautauqua, June 30 and July 1 and 2, provided proper hotel and railroad rates can be secured. Assurances have been already made in that direction, and teachers may prepare to go to Chautauqua the coming summer.

Some of the papers to be read will be upon the following topics: "Professional Stagnation;" "Public Schools as a Moral Force;" "Music in Public Schools;" "Are our Public Schools doing all the people have a right to expect?"

There will be two general discussions, one on "County Examinations: How can the best results be secured? What are the best results?" the other, "The Mission of the State Association."

Respectfully,

J. P. SHARKEY, Secretary.

FREE TEXT-BOOKS.

We have received through the mail an anonymous leaflet, designed to burlesque and ridicule the plan of free text-books, by proposing and advocating the supplying of free clothes to pupils in the public schools. It is rather shallow and not at all likely to lead astray any but the most simple-minded. It does not require a very astute mind to discover that the cases are not analogous.

Clothes, like food, are as necessary to the child's well-being elsewhere as at school, and may be procured in any market at a cost to suit the circumstances and tastes of the parent. Text-

books are strictly a part of the necessary appliances of the school, prescribed by school authority, to be used at school, and of little or no use to the pupil when school days are over. There is no option as to kind, quality or price. That which is prescribed must be procured at whatever cost. This effectually disposes of the whole nonsense about free clothes.

Free text-books are the natural and logical concomitant of free schools. Indeed, a school without free text-books is only partially free.

Experience has abundantly shown not only the feasibility of the plan, but its great popularity wherever it has had a fair trial. The city of New York has furnished text-books free for more than eighty years, and it is stated on good authority that at least half the schools of New England are doing the same thing. Pennsylvania, Nebraska, and some other states have a permissive law on the subject, and there is scarcely an instance on record of the abandonment of the plan after its adoption.

The opposers of free text-books are inclined to make much of the danger of infection from the use of books which other children have handled. The danger from this source is probably less than from contact in the school-room, breathing the same atmosphere, and reciting in the same classes, or from the use of books in a public library, the handling and carrying of paper money handled and carried by all classes of people, or many other sources that might be named.

The plan of free text-books is steadily gaining ground, and holds its own wherever adopted. The plan is very simple and easily operated. It does not imply state publication. All the state needs to do is to authorize each board of education to purchase the necessary supply of books wherever it can do so most advantageously.

HALF-FORMED WORDS.

Indistinct utterance more frequently results from indistinct thought than from malformation of the vocal organs. The infant very early learns to place a consonant before the vowel sounds and beyond this some dull pupils never go; a considerable number never learn to utter more than the beginning of a word. In such children the judgment about things is usually as dull as their knowledge of words. May we not conclude that constant drill in correct enunciation will have a reflex action on such sluggish minds, and if it does not make scholars of them, that it will at least assist them "to see and to think straight"?

Let us mention three typical cases:

The first is a pupil who has never been drilled in reading, writing or spelling; entire words have no existence in his mind; his speech is made up of half-uttered ejaculations. Yet he has an intelligent face, a good disposition and a willing mind, and

although he has not acquired the habit of close observation or steady attention, the patient teacher may have hope for the future. The boy will never become a brilliant scholar but he may become a useful and even an intelligent man.

The second case is one who on account of feeble health has long been out of school. His powers of thought and will are weak, and if he ever learned how to study he has forgotten the lesson. Words come from his mouth limp and mutilated and bear little resemblance to their true form. Very often through the influence of the natural sympathy which exists between those of the same age, he can learn more readily from the correct example of another pupil than from the direct instruction of the teacher. He is a feeble organism that needs the gentlest of treatment. The class may be represented by the timid girl who needs a great deal of coaxing before she can find courage to hold up her head and open her mouth.

The third class is represented almost exclusively by boys; the genuine type is a spelling reformer of the boldest kind. He will not condescend to burden his memory with mere words—they are his servants and not his master, and he will shape them to suit his pleasure, whether other people recognize them in their new form or not. The world of things is the only world for him. He cannot spell the word dynamo, but he knows all about the thing itself and could probably take the engineer's place and keep the lights burning. He will do something in the world but he needs to be taught that his ignorance of English will surely impede his progress in the life-race. Not long ago I met a young man who had assisted a well-known professor in some very interesting experiments at one of our largest universities. This student has done good work with eye and hand, but he can never reap the results of his own labors because he can neither write nor talk. He will always be a hewer of wood and drawer of water for men who have learned to use the English language.

The genuine examples of this third class—of those who fail to learn the use of their own language on account of their devotion to nature—are very rare; it is the base imitation that vexes the teacher's soul. The student who is too lazy to learn anything imitates only the weak points of genius. He writes as legibly as Horace Greely, knows as much of literature as the present mayor of New York, and fancies himself a Napoleon because he will not learn English. One school in a thousand may be blessed with the genius bearing the impress by which nature marks her specialist; its surface can be polished and thus its rare beauty may be made more resplendent, but it needs no restamping to prove the worth of the true gold. Happy the school that does not have a dozen of the counterfeits!

MARTIN R. ANDREWS.

OHIO TEACHERS' READING CIRCLE.

DEAR EDITOR:—In accordance with my promise, I send you this afternoon a brief report of the work done by the Board of Control of the Reading Circle. The Board adjourned about noon to-day. The following members were present: Warren Darst, Ada; S. T. Dial, Lockland; H. N. Mertz, Steubenville; W. S. Eversole, Wooster; Chas. Hauptert, New Philadelphia; Commissioner Hancock, and E. A. Jones. Mrs. Williams, Delaware, and J. J. Burns, Canton, were unavoidably absent.

The following course of reading was adopted for the ninth year (1891-92), provided the books can be obtained at satisfactory prices:

Pedagogy:—Gordy's Lessons in Psychology.

Literature:—Shakespeare's *Tempest*, Selections from Whittier's *Poems*, and *Hard Times*, by Charles Dickens.

History:—Life of John Quincy Adams, in *American Statesmen Series*, and the *Week's Current*.

Recommended Readings:—Thackeray's *English Humorists*, and Edward Thring's *Lectures on Education*.

In accordance with instructions from the State Association, the question of a Pupil's Course of Reading was very carefully considered by the Board, and a tentative course was prepared for each school year, beginning with ten years of age and continuing through the high school.

This course will be further considered by a sub-committee of the Board, consisting of E. A. Jones, J. J. Burns, W. S. Eversole, and Charles Hauptert. The completed course will be ready for use in the schools of the state at the beginning of the next school year. In the meantime, the committee will be glad to receive suggestions from any one interested in such a course of reading.

I acknowledge the receipt of the following sums, as membership fees in the Reading Circle, since my report of Nov. 24, 1890:—

Nov.	26.—Geo. C. Maurer, Loudonville, Ashland Co.....	\$ 3 25
"	26.—D. P. Fulmer, Perrysville, Ashland Co.....	50
"	27.—H. J. Gardner, Deshler, Henry Co.....	1 50
"	27.—Louise Remmy, Columbus, Franklin Co.....	50
Dec.	3.—Cora Williams, Mogadore, Summit Co.....	25
"	4.—W. E. Fite, Wheelersburg, Scioto Co.....	50
"	10.—Mary Slough, Pataskala, Licking Co.....	25
"	15.—P. H. Kendall, Steubenville, Jefferson Co.....	11 00
"	17.—T. S. Lowden, Fredericksburg, Wayne Co.....	15 50
"	18.—Madge Devore, Loudonville, for Holmes Co.....	25
"	25.—G. C. Maurer, Loudonville, Ashland Co.....	25
"	27.—D. P. Fulmer, Perrysville, Ashland Co.....	50
"	31.—John R. Davis, New Portage, Summit Co.....	1 25
"	31.—G. W. De Long, Corning, Perry Co.....	50
"	31.—B. Whitford, Chesterville, Morrow Co.....	25

Total.....\$36 25

E. A. JONES, Sec. and Treas., O. T. R. C.

Massillon, Ohio, Jan. 2, 1891.

STATE CERTIFICATES.

At the meeting of the State Board of Examiners, held at Columbus the last days of the old year, all the members of the Board were present. One hundred and twenty-one applicants were registered, but only 114 appeared. Twenty-three of this number received High School certificates, thirty-eight received Common School certificates, three received special certificates, and fifty failed to meet the requirements. The following were the successful candidates:

High School—F. S. Alley, New Paris; J. R. Bishop, Cincinnati; Morris Bowers, Pomeroy; W. T. Bushman, Canton; A. B. Carman, Barnesville; R. E. Diehl, Antwerp; H. S. Fairchild, New Moorefield; Theodore S. Fox, Brookville, W. R. Malone, Massillon; John Morris, Gratis; George E. Nelson, Delaware; I. F. Patterson, Steubenville; George Rossiter, Nevada; S. D. Sanor, Alliance; Charles A. Shaw, Canton; Frank G. Shuey, Camden; M. C. Smith, Johnstown; F. Treudly, Youngstown; William McK. Vance, Urbana; Emily Ball, Portsmouth; Anna M. Eaton, Canal Dover; Hannah Peterson, Napoleon; Ida C. Allen, Elyria.

Common School—Clyde Akerman, Bluffton; P. S. Berg, Apple Creek; W. J. Beyerly, Richmond Dale; F. D. Blair, Wilmington; George B. Bolenbaugh, New Richmond; A. M. Boulware, Pleasant Ridge; R. M. Brown, Troy; A. R. Cecil, Springfield; J. W. Cross, Marysville; A. F. Coup, Alliance; G. W. De Long, Corning; William E. Fite, Wheelersburg; B. B. Harlan, Middletown; Fletcher Hawk, Lebanon; Albert C. Hood, West Union; C. O. Howell, West Alexandria; W. T. Hufford, Larue; J. M. Lane, Carlisle; R. W. Mitchell, Alpha; J. B. Mohler, Gallipolis; Hugh A. Myers, Miamisburg; Salathiel Ogan, Springfield; John W. Reynolds, Clarksburg; J. H. Rowland, Blanchester; Frank Smith, Pioneer; R. H. Sunkle, Winesburg; A. E. Taylor, Springfield; W. H. Ulery, Williamsville; O. P. Voorhees, Hazelwood; G. W. Walker, Greenwich; B. Whitford, Chesterville; Jennie M. Bryan, Batavia; Mrs. Mary Lane, Batavia; Nellie S. McDonald, Norwalk; Carrie E. Moore, Carthage; Sada D. Puckett, Cincinnati; Mary E. Stevens, Lebanon; Jane F. Winn, Chillicothe.

Special certificates—Music, J. D. Luse, Lancaster; J. L. Orr, Mansfield. Penmanship—James O. Wise, Akron.

EDUCATIONAL INTELLIGENCE.

—The Department of Superintendence of the National Educational Association will hold its annual session in Philadelphia some time in February, continuing three or four days. Hon. A. S. Draper, Superintendent of Public Instruction for the State of New York, is president, and proposes to make the meeting one of the best.

—The meeting of the State Association of School Examiners at Columbus was well attended and full of interest. An official report of the proceedings is promised for our next issue.

—Norwalk has an enrollment of more than 1,100 pupils, with 180 in the high school and 50 in various colleges. W. R. Comings is at the helm.

—Superintendent Shawan, of Columbus, writes that the fall term of the city schools closed with an enrollment of 12,145 in the day schools and 658 in the night schools. W. S. Goodnough, for many years in charge of the drawing department, leaves to take up similar work in Brooklyn. Miss Helen M. Fraser, his assistant for nearly twelve years, succeeds him.

—Free education in great Britain is one of the burning questions there just now. A measure of this kind has been drafted by the Education Department, to be presented to Parliament. Churchmen and friends of parochial and voluntary schools are much exercised, and the passage of the measure is likely to be fiercely contested.

—An Irish nobleman desiring a tutor for his son, advertised in the *London Times* for an Oxford or Cambridge graduate, offering a salary of 80 pounds a year. He received nearly 600 answers, most of which in desperation he committed to the waste-basket unopened. The *London Journal of Education* suggests that this stand for a warning to youths not to seek a university degree with no thought of what is beyond.

—Toronto has been chosen by unanimous vote as the place for next summer's meeting of the National Educational Association. It was expected that the meeting would be held at Saratoga, but the better terms offered by the railroads have induced the committee to change. Many of the leading railroads have agreed to half-rate or one fare for the round trip plus the membership fee of two dollars. July 10-17 is the time.

—Richland and Monroe Counties held their annual institutes Christmas week, and Franklin and Jackson Counties the week following. Dr. E. T. Nelson, of Delaware, Supt. C. C. Miller, of Sandusky, Supt. D. J. Snyder, of Reynoldsburg, Miss Alma J. Simpson, and Prof. C. P. Zaner, of Columbus, were the instructors for Franklin County. Dr. Alston Ellis was engaged for Monroe County. We are not informed as to the instructors in the other counties.

—The teachers of Marion County had a grand meeting at Marion, Nov. 22. The attendance exceeded 200. Supt. Frank Stoll, of Green Camp, presided, and the Parlor Glee Club enlivened the exercises with music. Miss Sutherland, of Columbus, discussed "Methods of Teaching Reading" in her usual sprightly style, with profit to all. Supt. W. V. Smith, of Caledonia, read a good paper on "Page's Theory and Practice of Teaching." Superintendent

Sebastian Thomas, of Ashland, presented a paper on "Discipline," which was received with applause. Another meeting will be held in the near future.

—The teachers of Youngstown have formed themselves into a Relief Association for mutual benefit. Each member pays fifty cents per month to a relief fund, and then if any teacher is absent on account of personal sickness for a week or more, he receives eight dollars per week. If out on account of contagious diseases he receives five dollars per week. The association gives general satisfaction. Principal J. A. Leonard is the president, and George W. Alloway the secretary of the association.

—It is stated on good authority that the experiment which the State of California is making in manufacturing and supplying text-books for the schools is proving a very expensive one. The state printer's estimate of the amount of capital necessary to set the state up in the book publishing business was \$32,485.37. The actual permanent investment up to this time is \$715,960. The actual cost to the pupils of a full set of the state books is greater than the price charged by private publishers for much better books, and nearly three times the state printer's estimate. Experience is a dear school, but one class of people are unwilling to learn in any other.

—The program of the bi-monthly meeting of the Clarke County Teachers' Association at Springfield, Dec. 20, has among other features a symposium on the theme, "Where the Teacher is Found," with the following assignments:

1. In the Schoolroom.

MISS TORRENCE, Clifton.

MRS. WESLER, Enon.

2. In the Community.

W. W. DONHAM, Forgy.

W. R. KERSEY, Selma.

3. Where He Has No Business.

SUPT. C. L. VAN CLEVE, Troy.

—It is seldom the case that the people of Springfield have the opportunity of enjoying two such educational feasts as have fallen to their lot during the last month: First, the Central Ohio Teachers' Association, held in November, was one of the most successful and interesting in the history of the organization. The weather was very pleasant, thus giving the visiting teachers an opportunity of looking over the work of the city schools, which were in session during Friday, A. M. Numerous were the compliments passed upon Supt. Taylor for his efficient management of the schools of Springfield. It was due to his efforts that Commissioner Hancock was secured to deliver a lecture in the city hall, Dec. 12. His subject, "The People's Part in Education," was handled in his peculiarly interesting style. "To the people," he claimed, "belongs the controlling power. All reforms come from

them; all these must come from the public schools." Hence, his claim "that the selection of a board of education is of more importance than the choice of a governor of the state." He was followed by C. M. Nichols and Dr. T. M. Reade. An interesting part of the program was the choruses sung by 200 pupils selected from the public schools.

COM.

—At a recent meeting of the Belmont County Teachers' Association, Supt. B. T. Jones, of Bellaire, pronounced the following fifty words taken from the Sixth Reader:

Horace Greeley, Dolorous, Crystalline, Chautauqua, *Belles letters*, Professor Tyndall, Pleiad, Philistine, Adventitious, Rip Van Winkle, Charlemagne, Tam O'Shanter, Cat's-paw, *Hic jacet*, Faraday, Cæsar, Monticello, Macaulay, LL. D., Thomas Buchanan Reed, Illinois, Coruscations, Shelley, Samson Agonistes, *Dilet-tante*, Reveille, Huguenot, Thucydides, Adelaide Anne Proctor, Fitz-Greene Halleck, Satellite, Bulwer Lytton, Edgar Allan Poe Palisade, Kosciusko, Plataca, Ivanhoe, Rivaling, Pallas, Belligerent, Pentateuch, Falstaff, Diligence, Thermopylae, Achievement, Mohammedan, Richelieu, Embarrassment, Separated, Cant.

There were only sixty teachers present when the contest took place, and nearly all attempted to spell, but only twenty-nine submitted papers. Supt. Jones made the following report of the contest before the meeting adjourned:

Papers submitted, 29; words correctly spelled, 815; words not correctly spelled, 625; percent of words correctly spelled, 56. The highest percent of words correctly spelled was 88.

—EASTERN OHIO TEACHERS' ASSOCIATION.—The meeting at New Philadelphia on the 28th and 29th of November, was the largest in the history of the Association.

Hon. W. C. Brown welcomed the teachers in a neat, well prepared and humorous address. Supt. H. B. Williams, of Caldwell, responded in a scholarly and happy manner. President Corson was introduced by Supt. Hauptert. His inaugural contained a strong presentation of the duties of the teacher as a citizen. Supt. S. K. Mardis opened the discussion and was followed by Supts. Yarnell, of Coshocton, Rea, of Barnesville, and Pfeiffer, of Dover. The paper by Supt. E. B. Thomas, on the workings of the compulsory education law was made up chiefly of answers from various superintendents in reply to certain questions as to what they were doing to enforce the law and as to how it worked. The answers showed considerable difference of opinion, but brought out very fully the need of such a law and that it is accomplishing much good. Supt. Mitchell, of St. Clairsville, opened the discussion and was followed by Supt. Hauptert.

At 7 o'clock the members repaired to the M. E. Church and listened to an excellent address on "The Relation of the State to Education," by Rev. W. L. Dixon, D.D., of Scio, after which they returned to the opera house and were entertained in a most enjoyable

manner for over two hours by Prof. R. L. Cumnock. This entertainment was provided by the superintendent and teachers of New Philadelphia, for which they received the hearty thanks of every one present.

The paper on "The Relation of Superintendent to Teachers and Board of Education," by Supt. Powell, of Marion, drew forth a spirited discussion, some of his views being considered a little radical. Supt. Mohler was not present, but his subject, "What Can be Done to Secure Needed Legislation for the District Schools?" was discussed by Supt. E. A. Jones, of Massillon; he was followed by Hon. J. A. Buchanan, who gave valuable advice as to how to proceed in the matter and expressed his willingness to use his influence as a member of the Legislature to secure supervision of some kind for these schools. He would like to have supervision in the county, and the township graded with a high school at the head.

The resolutions adopted urged the enforcement of the compulsory education law, favored supervision for the ungraded schools, paid a tribute to the memory of Supt. Fuson, late of Denison, and thanked those who had contributed to the success of the meeting.

The attendance was larger than ever before, 322 being enrolled and perhaps 100 who did not register.

The meeting next year will be held at Coshocton, and the officers are as follows: President, S. K. Mardis; vice presidents, W. H. Ray and E. E. Smock; secretary, B. R. McClelland; assistant, Miss Jennie Weyer; treasurer, C. L. Cronebach; executive committee, Superintendents Yarnell, of Coshocton, Mitchell, of St. Clairsville, and Williams, of Caldwell.

H. C.

—Pickaway county is having some of the most interesting county associations held in the State.

The county commissioners have granted the use of their elegant room in the new court house for the teachers, every fourth Saturday of each month.

The meeting held on Saturday, December 20, was one long to be remembered by those present.

Supt. G. W. Welsh, of Lancaster, Ohio, one of the veteran teachers and superintendents of the State, was with us and gave a lecture on the subject "Words." This was a new subject to all and it was highly entertaining.

Rev. E. B. Lewis, of the New Holland *Plain Talk*, this county, gave one of his humorous and interesting lectures on "Literature." As an entertaining speaker, Mr. Lewis has few equals in the county.

G. W. Hoffman gave a talk on the subject "How to Secure Attention;" Miss Jennie Young read a paper on "The Influence of the Teacher;" and Miss Minnie Jeffries gave a very interesting paper on "Friday Afternoon Exercises." One of the entertaining features of our association is the paper edited by Miss H. Louise

Fismer. Prof. R. T. Dennis, president of our Board of Examiners, was present. Supt. N. H. Chaney of Washington C. H., Ohio, has been secured for our next meeting.

Prof. M. L. Smith, of Ashville, the president of the association, will entertain all teachers from a distance.

The executive committee has thus far secured the services of Dr. C. W. Bennett, of Piqua, Ohio, for next Institute. Others will be engaged soon.

The EDUCATIONAL MONTHLY is largely circulated among our teachers and it is to be hoped that by another year every teacher will take the MONTHLY.

WILL ANDERSON.

—The Southern Ohio Teachers' Association held its second annual meeting at Waverly, Friday and Saturday, Nov. 28 and 29. The attendance was quite large.

C. M. Caldwell, of Waverly, made the address of welcome, which was responded to by the president, Reynold Janney, of Chillicothe. There were papers by Supt. A. C. Hood, of West Union, on "Organization and Supervision;" by Prin. I. M. Jordan, of Chillicothe, on "The Objective Point in Teaching;" by Prof. H. P. Smith, of Portsmouth, on "Educational Value of Natural History;" by Supt. C. M. Humes, of Hanging Rock, on "Our Environments;" by Supt. M. J. Mallery, of Ironton, on "Odds and Ends;" by Prof. John A. Long, of Portsmouth, on "Teacher's Relation to the Profession;" by Prin. S. K. Smith, of Waverly, on "From Chaucer to Tennyson;" by Supt. J. E. Kinneson, of Jackson, on "Educational Milestones." Officers elected for next year: *Pres.*, Dr. Thomas Vickers, of Portsmouth; *Vice Pres.*, G. M. Clary, of Lawrence, J. W. Dingleidin, of Pike, J. E. Kinneson, of Jackson, I. M. Jordan, of Ross, J. A. Long, of Sciota, A. C. Hood, of Adams; *Rec. Secy.*, Miss Emily Ball, of Portsmouth; *Treas.*, Miss Rebecca J. Hutt, of Waverly; *Cor. Secy.*, M. J. Mallery, of Ironton; *Exec. Com.*, Reynold Janney, of Ross, M. F. Andrew, of Pike, J. W. Jones, of Adams. The next meeting will be held at Manchester on the Friday and Saturday following Thanksgiving day, 1891.

COM.

—The fifteenth semi-annual meeting of the Western Ohio and Eastern Indiana superintendents opened at Hamilton, Thursday evening, Dec. 4. The president, J. P. Sharkey, of Eaton, O., was introduced by Dr. Ellis. After a few appropriate remarks, thanking the Association for honors conferred and stating that these meetings were not intended to be formal but simply round table talks, the President announced as the first topic, "How teach the branches of study so as to keep alive the pupils' interest in them after school days are over." Dr. Hancock opened the discussion, stating in his remarks that a prominent high school teacher had said, that but one pupil out of five reads good literature after school days are over. The speaker did not accept this view of the results of school life, but gave this to show what some men engaged in the educational work think of this question.

Dr. Ellis said it was not true that only one out of five is benefited by school life. What is learned in school is used in all the avocations of life. We need not be discouraged because all our high school pupils do not continue to have interest in their studies when school days are numbered.

Supt. Johnson, of Avondale, would talk more with the pupils and make them feel he had an interest in them. He would inspire them so that they would keep alive their interest in their studies after leaving school.

Dr. Bennett, of Piqua, thinks it not necessary for a man in the practical duties of life to keep up all his studies. A man in business does not need his technical Greek and Latin, his calculus, etc., but he needs the power he gained through these that he may master the problems of life.

Supt. Cox, of Xenia, said that he finds pleasure in applying the power developed in college to the practical duties of life. Lawyers, ministers, etc., he said, use these studies to a great degree for disciplinary purposes. They do not remember all they learn of these subjects, but they have the power and they increase that power after school days are over by applying it directly in their line of work.

Supt. Bennett, of Franklin, O., uses these subjects as disciplinary studies and says to his pupils "You must master these to gain power."

Other superintendents spoke further upon this question, occupying the evening. The discussion was one of the most interesting and profitable of the entire session. All present felt glad they had come early.

Friday, at 8 A. M., found about thirty superintendents present, all Ohio men save one, J. W. Short, of Liberty, Ind. The President announced the following topic: "Should the people be satisfied with the work of our best public schools?" and called upon Supt. Johnson to open the discussion.

Mr. Johnson thought they should not be satisfied with the best schools. Advancement should be expected. Some schools are too cheap to be appreciated. Better influences should be thrown around our children.

Dr. Ellis suggested economy in school buildings and apparatus. He thought it a waste of money to pay \$100 for an air-pump, when one costing \$10 or \$15 would do just as well.

Supt. Yarnell, of Sidney, thought public sentiment should regulate the schools. It is the duty of the superintendent to ascertain what public sentiment is and improve the schools accordingly. Some schools do not keep quite up with the public sentiment.

Dr. Bennett, of Piqua: The superintendents should lead out in the right direction regardless of consequences.

Dr. Bennett opened the discussion upon the following topic: "What are some of the best things a superintendent can do to

make his teachers more efficient school workers?" The Doctor told many good things and among them he gave us his experience with a teachers' training class now conducted at Piqua. So far, the results are very satisfactory. He clearly showed the advantages to be gained by such training and at the same time he pointed out some of the dangers to be guarded against.

Supt. Cox also told what he is doing in this direction.

The discussion was cut short by a motion to adjourn to visit the city schools. Dr. Ellis gave the locations of the various school buildings, and each found his way to the particular department he wished to visit. Two hours were pleasantly spent in witnessing the good work in progress.

One P. M. was the time set to hear the report of a committee (Dr. Ellis) appointed at last year's meeting upon comparison of city and rural schools. On motion, Dr. Ellis was requested to send the report to the OHIO EDUCATIONAL MONTHLY for publication. Many interesting facts were brought out proving the greater economy and superior advantages of the city schools over the rural district schools. The reporter's humble suggestion is that every reader of the MONTHLY take Dr. Ellis's report and show it to his friends in the country, and let them read it and *think* over it, and see the mistake they are making financially. When once understood the remedy will soon be applied, and as a result there will be more special districts springing up in villages, and in these high schools will be established. An animated discussion followed the reading of the report.

The operations of the Ohio compulsory education law was the next topic discussed. By request, Supt. W. H. Morgan, of Cincinnati, led by giving Cincinnati's experience with the law. Results are very satisfactory. Mr. Morgan's report was heard with a great deal of interest.

Supt. Shawan, of Columbus, was requested to give his experience in that city. This also was very interesting, being seasoned with enough detail to make it so.

Supt. Taylor, of Springfield, was next called. He, too, pronounced the law a success, as far as he had experience with it. Others responded to calls. All were unanimous in saying that the Ohio compulsory education law is a good thing.

Dr. Hancock and others gave some good advice as to how the law should be handled. In these initial steps judgment should be on the throne.

Adjourned to meet at 7 P. M. at the residence of Dr. Ellis, in accordance with an invitation extended in the morning.

At seven o'clock we were pleasantly received by Dr. and Mrs. Ellis. After an admiring survey of the Doctor's magnificent library annex to his home, we took up the subject of examinations and other bases of the promotion of pupils, and what home work should be required of teachers and pupils. Widely different views were expressed, but the general consensus of opinion

seemed to be that very few, if any, pupils break down by over-work, though a considerable number are injured from over-worry and over-indulgence in amusements and so-called recreations.

The question of bestowing honors received some attention, but opinions were so varied and contingent upon so many "ifs" that it would be hard to say what the prevailing sentiment of the Association is on that question.

The conference was brought to a close by an elegant repast elegantly served by the hostess, Mrs. Ellis.

The Association met at the court house at 8 o'clock, Saturday morning. It was decided to hold the next meeting at Dayton, some time next spring. The following officers were elected: *Pres.*, Dr. C. W. Bennett, Piqua, O.; *Sec.*, C. L. Van Cleve, Troy, O.; *Treas.*, A. E. Taylor, Springfield, O.; *Exec. Com.*, E. B. Cox, Xenia, and W. J. White, Dayton.

A unanimous rising vote of thanks was tendered to Dr. and Mrs. Ellis for their courtesy and hospitality.

P. C. ZEMER, SEC.

FROM OTHER PARTS OF THE WORLD.—Germany. In the course of the year 1890, an unusually large number of elementary teachers in Lorraine have been pensioned. These are mostly all men who were appointed before the Franco-German war, and would not, or could not, learn to master the German language sufficiently to come up to the requirements of the German government. The Germans are terribly in earnest about Germanizing Alsace and Lorraine.

France. In a late cabinet meeting the French Minister of Education, M. Bourgeois, submitted the plan for completing the secularization of the schools, which according to law must be done before July, 1891. He acknowledges the fact that the necessary teachers are not as easily found as formerly, since, according to the new military law, teachers are not free from service in the army. Hence, he suggests to employ women, who can be had in great number.

Italy. The Statistical Institute in Rome publishes some statements which seem truly incredible. For instance, that there are 336 communities in Italy without a cemetery. The corpses are thrown into the cellar vaults of the churches without much ceremony. Over 200,000 people in Italy live in 37,203 cellars, the dampness of which is most dangerous to the health. 900 have dug caves into the rocks and live like pre-historic man. In 1700 communities bread is eaten on holidays only; in 4985 communities meat is not eaten at all on account of poverty. 600 communities are without a physician; 104 suffer from malaria all the year round. The number of persons in Italy suffering from Pellagrosa (skin disease) acquired by infection is 110,000. Of 100 inhabitants in Southern and Central Italy only 37 can read; the average of illiteracy for the kingdom is 48 percent. But the most disgusting

fact the Institute published is this: 4890 communities have no out-houses of any kind.

Norway. The law of June 20, 1882, makes it a duty of the University at Christiania to publish annually a Norwegian Bibliography. A volume has just been issued containing the titles of Norwegian books published in the year 1888. It consists, like all the other National Bibliographies, of two parts—one containing the list in alphabetical order, the other grouped under topical sub-heads. The volume does not, however, offer a complete expose of Norwegian publications, since many authors who write in the Norwegian language, publish their books in Denmark.

PERSONAL.

—F. E. Miller, formerly at Canfield, Ohio, is now associate professor of mathematics in Otterbein University, Westerville, Ohio.

—Rev. A. E. Winship retires from the editorial management of the Boston *Journal of Education* to engage in daily journalism.

—Dr. Alston Ellis has institute engagements next summer in Clinton, Coshocton, Butler, Licking, Jefferson and Washington counties.

—Perry A. Winder, who taught the eighth grade at Xenia last year, is now principal of the Twelfth District at Dayton, having 909 pupils enrolled.

—W. S. Goodnough, for a good many years supervisor of drawing in the schools of Columbus, O., has been called to a similar position in Brooklyn, N. Y.

—J. O. Caldwell, late of Wilmington College, Ohio, writes encouragingly of his work at Pueblo, Colo. The Fountain School, of which he has charge, has 10 teachers and over 400 pupils.

—By reason of the resignation of Pres. Roberts, of Louisville, the vice president, C. H. Dietrich, of Hopkinsville, becomes president of the Kentucky State Teachers' Association. Mr. Dietrich is an ex-Ohio teacher and is worthy of the honor. The next meeting of the Association will be held at Henderson next summer.

—In its mention of the recent meeting of school superintendents at Hamilton, the *Oxford Citizen* says some very complimentary things of Dr. Alston Ellis, of Hamilton—among others, that "Dr. Ellis is a power in Butler county, a man whom every teacher of the county ought to take pleasure in naming at home and abroad."

—O. T. Corson has resigned the superintendency of the Cambridge (Ohio) schools to take the agency of Ginn & Co.'s publications in Ohio, Kentucky, Tennessee, and West Virginia. Mr. Corson has made an excellent record as a teacher and superintendent of schools, and we very much regret to see him leaving the work. He leaves the Cambridge schools with the good will of the Board, teachers, pupils and people. He has our best wishes for his future success. Mr. E. L. Abbey succeeds him at Cambridge.

—Miss Leila Ada Thomas, of the Dayton High School, is spending the winter at Leipsig, Germany, and expects to spend some weeks each in Berlin, Dresden and Munich, with a trip through northern Italy, before her return to America next summer. Our readers will remember her for her excellent contributions to the pages of the MONTHLY. Writing from Leipsig, she says, "There are a great many Americans here, and a goodly proportion of them look half starved and overworked. One young man went mad last winter from too much study. That seems to me a great waste of material."

BOOKS.

Open Sesame! Poetry and Prose for School-days. Edited by Blanche Wilder Bellamy and Maud Wilder Goodwin. Vol. II. Arranged for Boys and Girls ten to fourteen years old. Published by Ginn & Co., Boston.

We have here a choice collection of gems for memorizing, suitable for declamation in school or elsewhere, and well calculated to make children "learn to love and love to learn good literature." Loyalty and patriotism, sentiment and story, holidays and holy days, song and laughter, and nature are the themes. Probably no finer collection of the kind exists.

Fables and Folk Stories. Part II, by Horace E. Scudder, is No. 48 of Houghton, Mifflin & Co.'s Riverside Literature Series, suitable for Second and Third Reader pupils. No excuse for conning over the old lessons in the readers for the twentieth time, when bright fresh reading is so abundant and so cheap.

Selected Letters of M. Tullius Cicero, by A. P. Montague, Professor of Latin in Columbia College, contains a very interesting introduction upon the historical value, literary style and the character of the author, as evidenced by these letters. Very valuable and copious notes with references to four of our leading Latin grammars published in this country, bear testimony to the diligence and scholarship of the editor; they betray the genius of a skillful teacher, whose sympathies for those whom he expects to instruct keep him mindful that notes are for the benefit of the pupil, rather than for an exhibition of critical scholarship,—a general characteristic of American text-books.—Published by Eldridge & Bros., Phila. T.

Language Work Below the High School, by Dr. Charles DeGarmo, Public School Publishing Co., Bloomington, Ill.

This is an excellent series of language books for the second, third and fourth year grades. They are adapted from the admirable works of noted German authors, and reflect the experiences from Comenius down to Diesterweg, Otto & Geerling.

The aim in these little books is (1) to carry on composition together with sentence study; (2) to make the sentence study a gradual and easy approach to the study of grammar; (3) to cultivate an interest in permanent literature; (4) To relieve children and teacher of much of the blackboard work otherwise required; (5) To expedite the teacher's work by assigning definite lessons which may be easily examined

There are three numbers each containing a year's work; they are bound in flexible cloth, and retail at 12 cts. each. T.

D. C. Heath & Co. have added three of Moliere's plays to their publications of modern literature. The plays are paper-bound, and put up in a very neat form. The editor gives a brief introduction and an argument to each act. Notes to aid the translation are printed at the bottom of each page. T.

Selections in English Prose from Elizabeth to Victoria (1580-1880). Chosen and arranged by James M. Garnett, M. A., LL. D., University of Virginia. Published by Ginn & Co., Boston.

There is in many schools more study about literature than of literature itself. Much of the time spent in studying the lives of authors and criticism of their style is waste for want of sufficient examples of their writings to give pupils an adequate notion of their quality. This book contains one or more selections of considerable length from each of thirty-three leading authors, and may be used with any manual of English Literature. For example, we have one of Jeremy Taylor's sermons entire, Swift's "The Battle of the Books," and Burke's Speech on Conciliation with America. The book is a fine case of whole-piece samples.

Harper's Sixth Reader, edited by James Baldwin, Ph. D., is the last of Harper's excellent series of readers. The book contains 504 pp., including notes and index. There is not a commonplace selection among the eighty-three that the book contains. Eighty of the foremost English authors are represented in these selections. The only criticism is that not a single American author finds a place in the book. Were it not for this we would be inclined to say, that one book at least is worthy to take the place of a Sixth reader in our schools. T.

Chart of English Literature with References, edited by George Edwin MacLean, Ph. D., Prof. of the Eng. Language and Literature in the University of Minnesota, published by Ginn & Co., is a treasure in epitome, and is as indispensable to every teacher of English literature as is an atlas to a teacher of history. T.

The Morning Hour, published by Ginn & Co., contains appropriate songs, with responsive selections from the Scriptures, for opening exercises. The songs are all well chosen and the Scripture selections are appropriate.

The book is designed for use in the upper grades of grammar and high schools and academies. Those who desire to make the morning exercises as pleasing and helpful as possible will do well to use the book. Its merits ought to secure it an extensive use. T.

Juvenal, by Lindsay, published by the American Book Co., contains eighty-six illustrations, some of which are of high order, for the simple purpose of giving the pupil an idea of the customs and habits of the Romans in the time of Juvenal, who, as he says, was compelled to satirize the times in which he lived, because of the indignation which he felt toward the vices and moral degradation of the Roman people.

The introduction gives a brief outline of the writings, and character of the author. The notes are excellent; they contain that kind of information that comes from a wide knowledge of the history, not merely of the government, but of the public and the domestic life and habits of the Roman people. T.

Greek for Beginners. By E. G. Coy, Professor of Greek in Phillips Academy, a companion book to the Hadley-Allen Greek grammar; American Book Co. Though a book of only 152 pages, it is not intended for a short cut in Greek. The author takes it for granted that the teacher is master of the language, and the pupil a patient and diligent worker. Helpful notes and remarks are scattered throughout. The exercises and selections are well chosen to adapt the book for an introduction to the Anabasis. Its progressive and compact arrangement; suggestive hints upon comparative philology; the usual good taste of its publishers in quality of material, style and clearness of type, all tend to make it popular with teachers. T.

MAGAZINES.

The North American Review for January begins a new volume. It opens with a discussion of the Indian question by Gen. Nelson A. Miles, giving the actual present condition and suggesting a permanent remedy. Then follows an important paper on "Ireland in the Light of History," by the distinguished historian W. E. H. Lecky. The Restriction of Immigration, Can We Coerce Canada? and the Late Financial Crisis are some of the other leading articles. The table of contents is full and rich.

The January *Century* has three papers on Gen. John H. Morgan's audacious raid across the Ohio: "The Raid," by Gen. Basil W. Duke; "The Capture," by Gen. N. B. Wilcox; and "The Escape," by Capt. Thos. H. Hines. The same issue also contains the first installment of "The Talleyrand Memoirs," prefaced by a pen-portrait of Talleyrand, by Minister Whitelaw Reid.

Scribners's Magazine starts on its fifth year with bright prospects. The leading feature of the January number is Henry M. Stanley's article on "The Pigmies of the Great African Forest," written since the publication of his book, expressly for the magazine. Other noticeable features are Sir Edwin Arnold's second paper on Japan, the first of a two-part story by Frank R. Stockton, and Josiah Royce's "Impressions of Australia."

The Atlantic for January is a choice number. Prof. Shaler's "Individualism in Education" will be read by teachers with interest and profit. The Lesson of the Pennsylvania Election, A New University Course, An Unexplored Corner of Japan, A Swiss Farming Village, and Compulsory Arbitration are some of the other articles, besides the regular installments of serials, book reviews, contributors club, etc.

School Reports—

City of Adrian, Mich., Geo. W. Walker, superintendent.

Mt. Vernon, Ohio,—Manual and Report, L. D. Bonebrake, superintendent.

Alliance, Ohio, C. C. Davidson, superintendent.

Newark, Ohio, J. C. Hartzler, superintendent.

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OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

— AND —

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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THE TEACHER AND THE SCHOOL.—V.

BY THE EDITOR.

THE OPENING OF SCHOOL.

Much has been said and written about the teacher's first day. Jacob Abbott, in his book entitled "Moral Influences in the Instruction and Government of the Young," devotes an entire chapter of more than thirty pages to this topic, insisting much on very thorough preparation and prompt action, and giving specific directions for every emergency. There is no question about the importance of first impressions. The success or failure of a teacher is no doubt often settled in the first hour. Well-matured plans and an undeviating purpose are necessary conditions. A full determination to succeed is the beginning of success.

But it is not of the opening of the term nor of the teacher's first day in school that I propose to write at this time. The demands on the MONTHLY's space this month compel me to be brief, and the little space at my command shall be devoted to a consideration of the exercises

appropriate for the opening of each day's session of a common school. The subject is beset with difficulties which are often perplexing to the teacher who is intent on doing his whole duty. Most teachers recognize their obligation to cultivate the moral and religious element in their pupils, and they find in the morning exercises a most direct and efficient instrumentality for accomplishing this.

There are three classes of exercises commonly recognized as appropriate for the opening of school:—

1. The first is song. The blending of the sweet young voices in sacred or devotional song can have no other than a salutary effect. It tends to soothe and calm the ruffled feelings, and refine and elevate the soul. Its value as an aid to discipline alone should be sufficient to secure for it a permanent place in every school; but its effect on character and life gives it a higher claim. There is such great abundance of choice music and poetry, as to leave no excuse for using anything but that which is truly ennobling.

2. Prayer at the opening of school is not so generally practiced as song, but it has a place in some form in very many of the best schools. Honest, heartfelt, simple prayer to God at the beginning of each day, acknowledging his rightful sovereignty, and our entire dependence, and asking his protection and guidance, cannot fail to exert upon a school a powerful influence for good. The simple recognition of God as our father lies at the very foundation of all right moral development. Horace Greely, in an address delivered at the laying of the corner stone of a college, used this language: "The true idea of God clearly unfolded within us, moving us to adore and obey Him, and to aspire after likeness to Him, produces the highest and best growth of our nature. No other power is so efficient in the development of our race as a vivid conception of God's active presence, and conscious, intelligent interest in human affairs."

Prayer in school should be brief, simple and specific. It should relate particularly to school—to school duties, temptations and difficulties, and above all it should be

reverent and honest. When engaged in perfunctorily it loses its value, if it does not become positively harmful.

3. The reading and reciting of selections from the sacred scriptures have been widely recognized as a fitting part of the opening exercises of a school. The highest wisdom of all the ages is found in the Bible. Simply as a means of furnishing and strengthening the mind, there is nothing superior to it; and for purifying, enriching and ennobling the character, there is nothing else to compare with it. It contains the best written and most reliable history and biography; its system of morals is the purest and most practical; and its philosophy of life is the soundest. It contains the science of right living, and in simplicity, exactness, and excellence, it surpasses all other science. It is the embodiment of all wisdom and goodness. One of the sacred writers has beautifully expressed the excellence and educative power of its precepts in these words:—

“How pure, how perfect are Jehovah’s laws!
“From them the soul its best instruction draws;
“Truth, virtue, love, and wisdom they impart,
“Light to the eyes and rapture to the heart.
“Bright is the gloomy cavern’s jeweled ore,
“Sweet is the roving bee’s collected store;
“But what can nature, what can art bestow.
“Like the pure words that from Jehovah flow?”

It would seem that only gross ignorance or arrant perverseness could be found seeking the exclusion of such instruction from any institution designed to shape the lives and character of the young. A short selection wisely chosen and read or recited with reverent attention should be the rule, rather than a long chapter selected at random and read perfunctorily. Some teachers draw upon the Bible for gems of thought and sentiment which the pupils commit to memory and recite. This practice is commendable. The literature of all the ages does not contain another such choice collection of memory gems as are found in that old book.

The question of the use of the Bible and other means of moral culture in schools is one which has been much in the public mind for several years. Much diversity of

sentiment has prevailed. We seem to have been passing through a dense fog, in which it was not easy to find one's way. But now it begins to seem a little lighter, so that sincere seekers after the right way need not go far astray. The observation, thought and experience of a good many years have settled some things in my mind pretty firmly. Among these I may name the following:

1. These means of moral culture now under consideration have too much value in the education of the young to be lightly ignored or abandoned. They are good and only good, and there is nothing else to take their place. It seems supreme folly to rear a great educational structure at an immense cost of treasure and pains, and purposely leave out all that is finest and best in education. A sane people will hardly be guilty of such folly.

2. The obstacles in the way are for the most part imaginary and trivial. The arguments against the use of these means are more specious than valid, and appeal to men's prejudices rather than to reason and conscience. The objections generally urged are such as grow out of narrowness and bigotry, rather than out of a broad and intelligent benevolence. No opposer of the use of the Bible in schools has ever even pretended to fear that the youth would be perverted or their morals corrupted thereby.

We are told that the state cannot teach religion, and it may be true; but earnest Christian teachers can and do, and no human power can prevent them. They will do it unconsciously, if not formally.

The existence of religious sects, with diverse views and forms of religious observance, has been urged as an objection to any form of moral and religious instruction in schools. In the proper carrying on of this work, there is no need and little danger of any interference with sectarian peculiarities; and moreover, the interests at stake are too great to be interfered with by the petty jealousies and bickerings of sects. No religious sect entitled to any regard will ever object to children's being taught to fear God and keep his commandments—to do justly, love mercy, and walk uprightly.

Those who stand in fear of the menacing attitude of the Old Man at Rome should be reminded that the banishment of the Bible and all recognition of God from the schools will not satisfy that magnate. He will be content with nothing short of the complete destruction of our free school system. His opposition to the Bible in the schools grows out of his opposition to the schools themselves, and those who advocate the secularizing of the schools are playing directly into his hands.

In the light of the low standard of public morals, and the prevalence of fraud, and corruption, and robbery, and oppression, and drunkenness, and debauchery, and murder, and every crime, all the objections to the use of the best means for the promotion of integrity and right living seem very trivial.

3. It is unwise, in the present state of things, for a board of education either to prescribe or prohibit these exercises. Though the authority to determine the studies to be pursued, prepare courses of study, and select textbooks, is by the statute vested in the board of education, the unwritten law of propriety, the eternal fitness of things, is such that these important duties are usually performed by more competent persons, the board only formally ratifying and legalizing their action. A school board cannot teach, and the less it meddles with the teaching, as a general rule, the better. Teaching is strictly a function of the teacher. The board's relation to the school is external. It cannot come inside, into close personal relation with the pupils. All the instruction, training and influence of the school must of necessity proceed from the teacher. Especially is this true of the moral and religious element. If the teacher proves incompetent or unwise, the remedy lies in securing a better one.

Another consideration is that the Bible is above human legislation. It is the source of the soul's light and warmth, and it should be as free everywhere as the light and heat of the sun.

The view here taken of this matter seems to be in accord with the common sense of the fitness of things, as indicated by the prevailing practice. The whole

question is left very largely with the teachers. Only in exceptional cases have boards of education undertaken to legislate on the subject. In a large meeting of teachers, a few years ago, in which most of the counties of the Western Reserve were represented, there was but one teacher who had ever been in the employ of a board of education having a rule either requiring or forbidding the use of the Bible.

4. A great responsibility rests upon teachers in relation to this whole subject, and it is a responsibility they cannot evade. They cannot stand on neutral ground. To assume a negative position is to take a place on the wrong side. Upon every teacher rests the responsibility of using the best means at his command and putting forth his best endeavor to instruct and lead his pupils in the way of righteousness; and the further responsibility of doing this in such good spirit and with such tact and wisdom as to excite the least possible antagonism. I am persuaded that in this direction lies the true solution of this whole question. The trouble does not arise out of any objection parents have to the proper instruction and training of their children in goodness, but out of sectarian suspicion and jealousy. When a teacher has in him an excellent spirit, the spirit of toleration and forbearance, a broad charity and an earnest honest purpose, he can have all these things very much his own way.

I can conceive of circumstances under which it would be best for a teacher to desist from all formal devotional exercises in school. I would rather desist voluntarily, until circumstances change, than be compelled to desist by the edict of a board of education. The right does not rule, in such matters, by main strength or sheer force.

I trust it may not be deemed out of place for me to close this article with a little piece of personal testimony. I have taught many years in country, town and city, having as pupils the children of Jews and Gentiles, of Protestants and Catholics, of people of almost every religion and of no religion. It was always my custom to open each day's session with song, prayer and the reading of a scripture lesson, freely making such practical application of the lesson read as seemed fitting. As those

well know who know me best, I cannot lay claim to any large measure of suavity or tact, but Scotch-Irish bluntness rather. And yet in all these years I never knew either pupils or parents to make objection to these exercises.

(Continued.)

SOMETHING OF COLORADO AND COLORADO SCHOOLS.

MY DEAR DR. FINDLEY:—On my library table lies a copy of the OHIO EDUCATIONAL MONTHLY, by its familiar face and interesting pages recalling the many friends and associations of unforgotten years spent as a school man in Ohio. I am indeed indebted to you for this kindly remembrance and the information it has presented concerning the many well known to me, and whom I would rejoice to meet again.

I came to Colorado two years ago, not as an invalid, but for certain climatic considerations. In leaving Ohio I little expected to sever my connection more than temporarily, but now that I am here, acclimated and adjusted to new bearings, I am afraid I have thoroughly become a Colorado man. There is something in Colorado life that, like the "nectar of the Gods," once tasted and experienced, becomes a part of one's existence to be satisfied only by its kind. The usual "tender-foot" period of six months has its many seasons of home-sickness and longing for old associations, and of weeping over sand storms and magnificent distances; but, if one safely lives through this, he soon becomes an integral part of the new commonwealth, and shouts its glories with his neighbors.

Here in the Colorado of perpetual sunshine, pure electric air and mountain altitude there is some heroic influence that nerves every man to his best, and the result is wonderful as displayed in the activity, good

nature and progressiveness of the people. Boundless in mineral resources and of consequent commercial industries, the Centennial, or "Silver State," is full of opportunity to busy and active workers. Money is plenty, because all are producers and everybody seems prosperous and happy.

Our people are young, cultured, social to a fault, co-operative, appreciative, and full of business push and vigor. Men who come west expecting to do nothing seldom like Colorado, for they find themselves entirely out of harmony with their surroundings, and living expenses are too high to make loafing very satisfactory; but those who once gain a footing enjoy the activity and opportunity of the rapidly developing young state. However, it is essentially a land of invitation to the young and free. Persons of old associations, of non-adjustment and anchorage in the east, should hesitate to change to a land where one must give up living in the past, for active participation in the present and for the promise of the future.

Not only do I like Colorado, but I like the school system in particular. Next to Massachusetts stands Colorado in liberal provision for the support of the schools. The school district itself can levy a school tax of five to fifteen mills for the special fund. In addition to this, the county commissioners must levy from two to five mills, which, with a large revenue from the state, constitutes the general fund.

This general fund alone, apportioned per capita to the various schools, realizes at present early stage from twelve to sixteen dollars per year for each school child, guaranteeing every child a liberal education, no difference in what locality he may live. The special income in a city district is usually twice as much more. In a first-class district, like my own, we have five directors, elected one each year for a term of five years. Because of this, there is little of radical change in school policy. The school election cannot be on a day of political election, and women are entitled to expression as to control of schools. The superintendent is the recognized head of his schools. Accustomed to active business life

themselves, the directors organize the schools on the same basis, giving the superintendent full control and expecting of him the untrammelled direction of the work. Held responsible for results, he is given every opportunity to make good results possible. The superintendent examines his own teachers and largely controls the selection. Believing that he should know more of his schools than any outside man, his advice is closely followed as to all matters of school business and management.

I like the Colorado boys and girls. Full of health and life, they are ready for fun on the playground and work within doors. With so much of activity they can do more school work than eastern school children ; but woe to the teacher who is not strong enough to direct their untiring energy upon work. They are also remarkably willing and polite, and seldom is an inharmonious scene upon the playground. Their willingness uncomplainingly to perform heavy work is carried almost to a fault, requiring caution upon the part of the teacher. I do not know that I have ever seen a moody or "balky" pupil in my schools, but I have found more than one full of fire and independent spirit. This happy disposition is, I suspect, largely due to the general good health that comes from living in so favorable a climate.

The Colorado schools are equipped with better teachers than the schools of the east, owing to higher salaries paid and the fact that poor teachers are not carried beyond a reasonable probation. It is a clear case of the "survival of the fittest." In my own schools we pay \$70 per month to lower grade teachers, with special recognition for superior services. Teachers of the higher grammar grades get \$80. In our special department we pay for Drawing and Penmanship (Prof. T. H. Foley, also of Ohio), \$2,000 ; Music, \$1,500 ; Physical Culture, \$900 ; Normal Training Department, \$1,125 ; Science, \$1,350 ; Manual Training, \$1,000 ; Geography, \$1,000, etc. In our high school, enrolling 98 pupils, we employ six regular teachers, and conduct work by department assignment. To our High School principal we pay \$1,500, and assistants receive from \$90 to \$150 per month. The

It has been the inspiring master-hand, not the mechanical operation of the method, that has won. This soul inspiration is the lever by means of which the child world can be raised.

Educating the young in accordance with this thought is the most rational course that can be pursued, because it is the most natural, and because it is the one to which the child has always been accustomed. It is God's way of managing his creatures. It is the manner in which Nature, both by instinct and reason, deals with mankind. In his home life the child has been developing physically, socially, mentally and morally, by the inspirations which he has received from his natural guardians. What mamma has said is pretty, *is* pretty, and what she has said is right, *is* right, and he is ready to maintain his ground and do battle in her behalf. He does not act thus because she has forced him to this position, but because she has inspired him month after month, year after year, until he has come to recognize, appreciate and emulate the uplifting influence that has enlarged and elevated his life. The highest ambition of the same little fellow up to this time has been to dress, talk and act just like papa, that wonderful embodiment of all that is grand and inspiring. Such a home education as this furnishes the great majority of pupils for the public schools. Is it not wise in the teacher to continue the same "breathing in" process by means of which the child's soul-life has so far been developed? Henceforth the teacher's life also must help to feed the child's life. How should it be done? The soul is not a "structure built up of stone or brick," it is a "living being, growing by an inward life-principle," constantly fed by inspiration from without, and developing by self-activity. "Like the body, the spirit must grow by the double law of food and exercise." This is a true evolution. It is the real line of an endless progress.

The effect of inspiration upon the mind is to awaken interest, to arouse high thoughts and exalted aspirations; to lead one to form noble purposes, to carry out good resolutions, and to be filled with enlightened enthusiasm. An author who has written much that is helpful to the

young, says, in speaking of companions, "Young men are often told that conceit and willfulness are their most marked qualities. I do not believe it. Their largest capability is that of inspiration. They do not readily take advice; they resent scolding and utterly rebel against force; but they yield with the certainty of gravitation to personal influence. * * * A great part of the advantage of a college course is the contact for four years with a set of men who are scholars and gentlemen. It is impossible to overestimate the inspiring influence of contact with such men as President Woolsey, of Yale, and President Hopkins, of Williams. 'The strongest influence I took away from Yale,' said an able graduate, 'was the spirit of the president.' 'Something in President Hopkins's letter drew me to Williams,' said Garfield. The healthiest influence at work to-day in English society—the most shaping in church and state—runs back to Dr. Arnold, of Rugby. He made the men that are now making England. Dean Stanley says of him, 'His very presence seemed to create a new spring of health and vigor within them, and to give to life an interest and elevation which dwelt so habitually in their thoughts as a living image, that, when death had taken him away, the bond appeared to be still unbroken, and the sense of separation almost lost in the still deeper sense of a life and a union indestructible.' It is often hard to tell where the good that is in us comes from, but most of it is inspired,—caught by contact with the good. 'It is astonishing,' says Mozley, 'How much good goodness makes.' Old John Bown said, 'For a settler in a new country, one good believing man is worth a thousand without character.'"

The heart impulses and aspirations that are thus derived from contact with strong noble characters have an outward history of their own, a history that is an example of true living. Are illustrations wanted? The annals of freedom, of progress, of the triumph of right principles, in all ages and in all lands, are but a record of the achievements of the world's inspirers. "How Horatius kept the bridge," inspired all Rome and preserved the Eternal City. John Hampden stood for English liberty, and among those who were stirred by his inspiration

was Oliver Cromwell. In our own day and country, the banishment of the alluring wine cup from the White House strengthened anew multitudes of despairing hearts, and the inspiring example of Lucy B. Hayes became a beacon light of the cause of reform. These few illustrations are as nothing compared with the innumerable number that might be cited as specimens of what has been accomplished by ordinary inspiration.

There are many sources from which additional strength for this power in the teachers work may be obtained. Some of them may be mentioned. The first and highest source of all, and the fountain of every kind of inspiration, the one to which every teacher should have access, is Our Heavenly Father. His Spirit and His word are ever ready to increase this potent factor. God works through the minds of men now as well as in the infancy of history, when Elihu said to Job, "There is a spirit in man, and the inspiration of the Almighty giveth them understanding." Teachers themselves must be inspired from on high. Here, too, the divine blessing should be sought and secured, or the best result of the teacher's work is lost. Perhaps the most common source of supplies is contact with master minds, either personally or through their writings. An inspiring companion may make a deeper impression than an inspiring book, but the latter has one great advantage, it can be made an ever-present help. Love of humanity and sympathy with it is another source. When the teacher is out of sympathy with the young, his work in the school-room ought to end. Again, our sense of duty inspires us. Responsibility fully realized and conscientiously met must bring forth ability, and, can it not be remembered that *ability "is duty to its last particle?"* Successes are inspirations. Doing well incites one to do better. Doing better stimulates him to do his very best.

Somebody may query, "How does one inspire?" "How learn to inspire?" Hill says, "To inspire and influence a child, is to create love in his heart." The inspirer must be a living example of the truth he inculcates. He must be his ideal personified. Then the contact, that of "life to life, heart to heart, spirit to spirit," results in the

newer, nobler life of the youth. How to learn to inspire is like learning how to pity, how to esteem, how to love. It is a natural process, where there are right conditions. Improvement might come with practice. Whether it be true or not that "we learn to walk by walking, to will by willing rightly and firmly," yet "it is true that we cannot learn to do without doing, and we cannot best learn to do one thing by doing something else." If the teacher's heart is filled with love, earnestness, enthusiasm and an overpowering desire to lift mankind to a higher level, he cannot help infusing some of this spirit into others. When one very much desires to reach a convenient, accessible point he can get there. If he has an uncontrollable wish to communicate his thoughts to a companion he can invariably find some means to do so. He who has the true spirit of the Great Teacher, the Inspirer of the whole enlightened world, will go about doing good like his master, and "What power can withstand the awakening energies of an inspired and inspiring human soul?"

It is well that this is so, for there can be no end to the teacher's work. Four hundred years before the Christian Era, the Greek philosopher Plato gave his views on education as follows: "The office of the teacher is to educate and nurture the soul; gently to draw it out from the barbaric slough in which it has so long lain buried, and lead it to look upward; to turn it from the shadowy illusions of sense to the Idea of Good which is the dispenser of truth and reason; and to point out the best way of life." If twenty-three hundred years ago a heathen gave to the world such an educational theory as that, what ought to be the ideal of an American teacher of the Nineteenth Century? What should be his preparation for carrying out this ideal?

Archimedes of old said, in speaking of the power of the lever, "Give me a place upon which to stand and I will move the world." Inspiration is the teacher's lever. The child world is ready to be lifted up. Has the teacher a place upon which to stand? He has, if he be true to his calling. The will power he has gained, the lofty aims he has cherished, the education he has acquired, the sympathy with his pupils and the love for them that he has

nurtured, the experiences by which he has profited, the character he has established, and the culture by means of which he has made the most and the best of himself;" all these united to his natural qualifications make a broad and sure foundation upon which he should stand and from which he should do his work.

As there is no end to the labor of the teacher, so there is no limit to his power, to the influence of inspiration, the soul of his work. His attainments are not bounded by a fixed end. It is well to set our mark high. It is better to set it so high that it is beyond our ken,—even in the clouds. We shall reach a loftier height by so doing. "One never mounts so high as when he does not know whither he is mounting."

STATE PUBLICATION OF SCHOOL BOOKS.

The following very sensible view of one phase of the text-book question is from the Annual Report of Hon. Leo Hirsch, Supervisor of Public Printing, and member of the Ohio School Book Board.

While I do not think the project of having the State engage in the actual publication of school books has ever been seriously considered in this State, the agitation of the question in certain quarters, and my duties as a member of the Ohio School Book Board during the past year, have led me to investigate the matter to a considerable extent; and I take this opportunity, in this my last report, to record the results of my observations and my views on the subject. The publishing of school books is a distinct branch of the printing or publishing business, and requires a long apprenticeship and experience in its different departments. After the work of the author, and its editorial review and criticism—which of course requires able and pains-taking scholarship—the preparation of the plates requires new and special type on account of the technical marks and characters used in school books; maps and diagrams must be drawn by expert cartographers, and these must be engraved; illustrations must first be drawn by capable artists and then

reduced by photographic processes and engraved; and it is noteworthy that the illustrations in our modern school books are of the best and finest which can be produced. The plates must be made in duplicate and frequently renewed, as the printed page in a school book should be clear, perfect and beautiful. Poor printing and broken type is not acceptable now even in newspapers, much less would it be allowed in school books for our children. The estimates asked and commonly made for publishing school books, is for the mere printing from the plates already prepared; for the paper used and for binding the sheets, usually in some common form, with cheap material. I have found from my investigation that this is comparatively a small part of the cost of producing school books; and that other and larger items of expense are necessarily incurred in publishing first-class school books equal to those now in use in our schools.

Other difficulties in the way of the State undertaking or embarking in this business have become apparent from my experience in this office. The State can only procure paper and other materials by contract lettings to the lowest bidder, and under the requirements of the Constitution the State must have all its printing done by contract. Any one acquainted with the practical workings and results of this system, knows that under its operations it would be almost impossible to secure paper of the uniform quality and high grade required in school-book work. Again, it is found in practice almost impossible to get State printing done with that promptness and dispatch which is necessary and required in the business world. Self-interest prompts the private publisher not only to publish the best books he can, but always to meet promptly the demands of his customers whenever made. Without this he could not make or hold a market for his books.

But with the State publishing school books, it would be as it is now with other State printing, and the schools, with their thousands of pupils, would have to wait the slow operations of some State contractor. Another difficulty in the way of the State publishing school books would be the irregularity of the supply and demand. It

would require an immense establishment, equipped with expensive presses and machinery, to turn out enough school books to supply all the children in this State with their full outfit of books within a reasonable time. To do this would require, I understand, over three million copies of books. These would have to be printed, bound and shipped under pressure, and even then several years would be necessary to do the work. But after this first or full supply was manufactured and distributed, the regular demand or annual supply would be comparatively small, and it would be, in practice, irregular and changeable. There would be in this irregular and changeable demand for books properly to supply the schools at different times and years, great waste and loss to the State directly, and to the people indirectly.

I might easily add to the list of these mechanical or technical obstacles which would always make it difficult for the State to engage in such an extensive and hazardous undertaking as publishing school books, with any reasonable expectation of success, either from an educational or economical standpoint.

To my mind there are greater objections to this proposed undertaking by the State than mere material or mechanical difficulties. It would be an innovation or departure in the workings of our simple form of government which would be dangerous in many ways. It would open new and devious avenues to reach the public treasury. It would create a new State board, a bureau of officers and a long line of contracting agents. It would subject our public schools and our school books to partisan influences and control. It would engage the State in a form of business, difficult, delicate and hazardous, and in competition with private citizens and private enterprise. And it would embark the State in an enterprise or undertaking which would be a never-ending source of perplexing difficulties, political spoils, partisan investigations, annual appropriations and perennial deficiencies.

There is no royal road to learning; because God has appointed that through the medium of learning children shall be trained in goodness, obedience, self-control.

STATE EXAMINATION QUESTIONS.

USED AT THE DECEMBER MEETING AT COLUMBUS.

ORTHOGRAPHY.—1. Of what does natural language consist? Artificial language? 2. What is a mute or close consonant? Write the list of mutes? 3. What is a diphthong? How many and what diphthongs in the English language? How many diphthongal sounds in the English language? 4. What is the essential part of every syllable? What determines the number of syllables in an English word? 5. Write two rules for silent letters, and illustrate each rule by giving two words in which it is applied.

GRAMMAR.—

"Small service is true service *while* it lasts;
Of humblest friends, bright *creature!* scorn not one;
The Daisy by the shadow *that* it casts,
Protects the lingering dew drops from the sun."

1. Classify the subordinate elements in the foregoing selection, and tell what each limits. 2. Explain the difference in the use of the two services. 3. Parse the italicised words in the stanza. 4. Analyze the following sentence: "A man can with impunity chastise his own acts in a manner that would look cruel in an enemy, and will naturally avoid that kind of praise a friend might lavish, knowing that he would be only ridiculed for vaunting his own merits." 5. Give the mode of each verb in the foregoing sentence. 6. Give the properties of the relative pronouns, and the construction of the participles in the foregoing sentence. 7. Write sentences illustrating the uses of subordinate clauses. 8. What is an abridged sentence? What are the different methods of abridgment? Illustrate. 9. How are sentences classified according to form? 10. What are your views as to teaching grammar?

RHETORIC.—1. Define stanza, verse, couplet, synonym, and rhythm. 2. How does epic differ from lyric poetry? Distinguish between fancy and imagination. 3. Give the chief varieties of prose composition, and give a noted instance of each. 4. What is a "balanced sentence?" Name some writers who make frequent use of this kind of sentence. 5. What is a rhetorical figure? What figures are most closely allied? What figures are most widely different in their meaning and use? 6. Name the special properties of style. What is pure diction? Give Pope's rule. 7. Give some of the best-known illustrations of lyric, elegiac, pastoral and didactic poetry. 8. What form of verse is commonly written in Iambic pentameter? Give notable examples. 9. Name some masterpieces that are suggested by each name: Burns, Pope, Longfellow, and Tennyson. Classify each production that you have named. 10. How does wit differ from humor? In what productions of Lamb, Lowell and Holmes will you find the best expression of genuine humor? Whom does Thackeray name in his "English Humorists?"

ENGLISH LITERATURE.—1. How are the plays of Shakespeare classified? Give an account of Bacon's writings. Quote some of his proverbs. 2. Why was Bunyan imprisoned? Why was Raleigh executed? How did the Restoration affect Milton? 3. Where are Addison's prose writings found? What productions of Swift have you read? Quote from each of these authors. 4. Name the author of each: "Amelia," "Pamela," "The Memoirs of a Cavalier," "Rasselas," "She Stoops to Conquer," "The Rivals," "The Queen's Wake," "Lalla Rookh," "The Excursion," and "Vanity Fair." 5. What poets' names are connected with the "Lake School" of poetry? Name the chief productions of these poets. Locate the "lake region." 6. Quote from the "Lady of the Lake." How many cantos? Locate Loch Katrine. Who was Fitz James? Whom did he marry? How did he lose his life? What noted historical personage was his child? 7. Who wrote the "Dunciad," and for what purpose? Where is there a somewhat similar production? 8. Name five English authors into whose writings you would look for the best specimens of prose composition? How much of this literature have you read? 9. What countries are described in Goldsmith's "Traveller?" For what purpose was "Retaliation" written? 10. Who are the best-known of the so-called "Metaphysical poets?" "Of the "corrupt dramatists?" Whence the term "Augustan" as applied to the literature of Queen Anne's time?

LATIN.—1. In Latin, what parts of speech are declined? In how many and what cases? How many declensions of Latin nouns? Adjectives? 2. What genders are found principally in each of these declensions? What is comparison of Latin adjectives? How many and what degrees are there? How are they regularly formed for each gender? 3. What are cardinal numerals? Which are declined? When is *mille* used as an adjective? When is it used as a noun? When used as a noun, by what case is it followed? 4. Decline *ego* and *tu* throughout. 5. Reading at sight from Cæsar's war in Gaul.

GEOGRAPHY.—1. Name the states that touch each of the Great Lakes and give the capital of each state named. 2. Name and locate the ten largest cities of the U. S. in the order of their size. 3. Name ten principal rivers of the United States and ten of Europe and tell into what each flows. 4. How would you go by water from Tacoma to Buda-Pesth? 5. Where is each of the following: Lake Titicaca? Popocatepetl? St. of Messina? Mauna Loa? St. Helena Island? 6. Account for the difference in climate of places of the same latitude on the Atlantic coast and on the Pacific coast in the U. S. 7. Locate each of the following cities: Yokohama, Honolulu, Canton, Bordeaux, Melbourne. 8. Name the kingdoms of Europe and give the capital of each. 9. Name the territories of the United States and give the capital of each. 10. Compare the government of the United States with that of the United Kingdom of Great Britain and Ireland.

PHYSIOLOGY.—1. On what portions of the body do alcohol and tobacco chiefly act? 2. Give reasons why alcohol should not be used? 3. Describe the stomach and give its functions. 4. What is the use of the cerebro-spinal nervous system? 5. Name the organs of circulation and tell how the blood of man can be distinguished from that of animals. 6. Name five tissues of the body and give their uses. 7. Describe the eye. 8. Name the organs of respiration and the result accomplished by it. 9. Give five leading causes of disease. 10. How is the heat of the body maintained?

ZOOLOGY.—1. What is a vertebrate animal? Name the classes of vertebrates and give an example of each. 2. Describe the growth of hair, feathers, scales. 3. Explain respiration in man, fish, insect, worm and snail. Describe the three stages in the development of a butterfly. 5. How does a spider spin its thread and make its web? How many kinds of honey bees are hatched in the same hive? Give the name and sex of each. 7. Give some account of jelly-fish. 8. Describe the oyster. 9. Give three arguments in favor of the doctrine of evolution and three in opposition. 10. What is meant by "Natural Selection," "Survival of the Fittest," "Parthenogenesis," "Alternation of Generations."

NOTE.—What works on zoology have you read? What have you taught? What is your method of teaching this subject?

BOTANY.—1. Buds, their position and structure. Show that all buds are in reality terminal. 2. Describe the anatomy of a leaf. 3. Draw a diagram illustrating an ovate-acute-serrate leaf. 4. Name and describe the parts of a flower in their true order. 5. Define ovary, ovule, seed, embryo and plumule. 6. Describe the stomata. 7. Does respiration in plants differ from that in animals? Distinguish between respiration and digestion. 8. What is chlorophyll? 9. Formation of new layers of wood and bark in exogens. 10. Describe the root, leaves, and flowers of the common spring beauty—*Claytonia Virginica*.

NOTE.—What books on this subject have you read? How many flowers have you analyzed? How do you teach the subject?

GEOLOGY.—1. Describe quartz, granite, limestone, shale, slate. 2. What are metamorphic rocks? Give some account of their origin. 3. Show that stratified rocks were formed under water and in horizontal layers. 4. Formation of veins and the origin of the ores found in veins. 5. Name the ages and periods of geological time represented in the series of strata found in Ohio. 6. Describe a brachiopod, a crinoid, a trilobite? 7. Formation of a bed of coal. 8. Rock oil and natural gas in Ohio. 9. The origin of the drift deposits found in Ohio. 10. North America during the "glacial epoch."

NOTE.—What works on geology have you read? If you teach the subject state your methods.

PHYSICS.—1. Name the principal units of the metric system, and give the English equivalents. How is the unit of weight

related to the meter? 2. Name and define the common units of work. What is the relation of energy to velocity? 3. Describe a system of pulleys by which a power of 48 pounds will support a weight of 192 pounds. 4. Give Mariotte's law. How can this law be verified by experiment? 5. What apparatus would you suggest to illustrate the subject of heat? 6. Show how heat becomes latent. What is the latent heat of water? Of what value is it in the economy of nature? 7. How do you explain the colors of different bodies? What are complementary colors? 8. Describe an electro-magnet. Define ohm, volt and ampere? Give Ohm's law. 9. Describe the Grenet or potassium bichromate battery. What constitutes a battery of high resistance? 10. Suggest two or more books of reference to be used in connection with each of the following subjects: heat, electricity, light and sound.

CHEMISTRY. 1. If a little water be poured into a saturated solution of camphor, what change will be noticed? Explain. 2. Give the usual mode of liberating Cl, and write out the reaction. Find what percent the Cl. is of the substance which furnishes it. 3. How are salts formed? What is the difference between a normal and an acid salt. Illustrate. 4. Give the composition of the atmosphere. How can the presence of N be shown to a class? 5. How much HNO_3 can be formed from 648g. of sodium nitrate? How much H_2SO_4 will be required in the process? 6. Compare sulphur dioxide and chlorine as bleaching agents. 7. Give the symbol, atomic weight, and specific gravity of mercury. How is it prepared? How can you distinguish calomel from corrosive sublimate? 8. Explain the process of petrification? 9. How can the presence of lead salts in drinking water be detected? 10. Give at least five of the most important discoveries that have been made in the science of chemistry since the middle of the last century.

ASTRONOMY. 1. What, in the heavens, correspond to latitude and longitude on the earth? Explain the terms perihelion, radius vector and syzygy. 2. Describe an experiment which renders the earth's rotation visible to the eye. 3. How does the moon compare in size with the earth and sun? Why do we see only one side of the moon? 4. What is a transit, and when can it take place? When did the last transit of Venus occur, and why was it regarded as especially important? 5. Name some of the elements that have been found to exist in the sun. How has this fact been ascertained? 6. How does Mars compare with the earth as to size, distance from the sun, length of day and year, and inclination of axis? 7. Why is a total eclipse of the sun a rare occurrence? Under what circumstances do we have an annular eclipse of the sun? 8. Which of the heavenly bodies are not self-luminous? Name and locate five stars of the first magnitude. 9. Describe the ring system of Saturn. What is the present theory in regard to the structure of these rings? 10. For what is each of the

following persons noted in connection with the science of astronomy: Hipparchus, Copernicus, Galileo, Kepler and Leverrier?

HISTORY OF THE UNITED STATES.—1. What events and names give us an interest in Concord and Salem, Mass.? 2. By what states and territories were the states in rebellion in 1863 bounded on the north and west? 3. What territory was at one time known as New Sweden? Trace its history until it came into the possession of the English. 4. What colony was the home of each Revolutionary officer: John Stark, Anthony Wayne, Israel Putnam, William Moultrie and Paul Jones? 5. What was the most important position held by each: Salmon P. Chase, Horace Greely, Wm. H. Seward, and Roger B. Taney? 6. With what invention is the name of each connected: Howe, Ericson, Whitney, Hoe and Morse? 7. When was Quebec settled? When captured by Wolfe? When attacked by Montgomery's army? 8. Who was the author of each: Omnibus Bill, Declaration of Independence, Dred Scott Decision, Emancipation Proclamation, and Constitution of the United States? 9. Mention an incident connected with the name of each vessel: Lawrence, San Jacinto, Chesapeake, Kearsarge, and Bon Homme Richard? 10. What was the extent of the territory originally called Louisiana? Who was the leading man in France when the Louisiana purchase was made?

GENERAL HISTORY.—1. Who were the most noted lawgivers of Greece? 2. What were the Punic Wars? State the cause, time, and result of the Peloponnesian War. 3. Name the historical writings of each: Herodotus, Thucydides, Livy, Tacitus and Sallust. 4. Where can each of the following named ruins be seen: Colosseum, Karnak and Stonehenge? 5. Over what territory did the empire of Augustus extend? Of Charlemagne? 6. What event in English history does each name suggest: Hastings, Runnymede, Bosworth, Fotheringay Castle, and Boyne? 7. Who was the great opponent of each French king: Louis XI., Francis I., and Louis XIV.? 8. Name five important events in Scottish history from the date of Flodden to the accession of James I. of England. 9. Name the greatest ruler of Sweden; of Russia; and of Prussia. Give reasons for your choice in each instance. 10. What important events were connected with the life of each: Marlborough, Wellington and Nelson? What caused the proclamation of the first French republic?

CIVIL GOVERNMENT. 1. What constitutes eligibility to be President or Vice President of the United States? To be a United States Senator? To be a member of the House of Representatives? 2. Into what three departments is our government divided? Name the functions of each of these departments. Give the presidential succession. 3. Describe the various ways in which a bill may become a law of the United States. 4. What is meant by the "right of eminent domain?" In the case of the United States government's holding lands within a State for any purpose, whose laws govern, those of the U. S. or those of the State? 5. Have the

Justices of the Supreme Court any right to declare as to the constitutionality of a law of Congress before a case under that law is regularly brought before them? Give the salary of the President. Of U. S. Senators. Of members of the House of Representatives. Of the Speaker of the House. Of the Chief Justice of the Supreme Court.

POLITICAL ECONOMY. 1. Define political economy. Name some of the earliest writers on economic science. 2. Give the derivation of the words production, value and utility. Upon what does the value of anything depend? 3. State some of the principles that should govern exchange. Why does division of labor increase production? 4. What circumstances control the wages paid for labor? With what phase of economics is the name of Malthus connected? 5. What are strikes? Is the principle upon which they rest sound? 6. Define capital. What relations, from an economic standpoint, should exist between capital and labor? 7. Compare the prosperity of urban and rural districts as evidenced by late census statistics. Account for the results disclosed by these statistics. 8. Why are gold and silver the best mediums of exchange? What are the advantages of credit? 9. Distinguish between a revenue and a protective tariff. In our political history, what great names are connected with the tariff discussion? 10. What is understood by the "mercantile system?" Defend a tax on incomes. State objections to a tax on expenditures. 11. Who pay indirect taxes? Define these terms: duties, imports and excises.

THEORY AND PRACTICE. 1. Name the most essential qualifications, natural and acquired, of a thoroughly successful teacher. 2. Tell what objects you seek to attain through your recitations. 3. Describe the treatment a teacher should give his board of education, his school patrons, and his pupils. Describe the treatment he should always require from his pupils. 4. Of what benefit to a live, practical teacher are teachers' associations, township, county, district, state and national. Compare, somewhat, the benefits to be derived from these various associations by teachers of different degrees of advancement, and give reason for what you state. 5. What benefits do teachers derive from reading educational periodicals? Name those which you read *regularly*.

PSYCHOLOGY. What is the difference, if any, between mental science and psychology? Distinguish between objective and subjective knowledge. 2. Name and define the three powers or faculties of the soul. 3. Give an example of representative knowledge; constitutive knowledge. 4. What different opinions regarding self-consciousness have been expressed by metaphysicians? 5. What is sense-perception? Under what conditions does it take place? 6. State the Aristotelian laws of association. How do memory and imagination differ? 7. Give an illustration of unconscious cerebration; unconscious tuition. 8. How can the teacher best develop the learner's memory? How best cultivate the emotional nature of children? 9. By what steps or processes is a

concept formed? What is a judgment? What is it to reason?
10. To what extent have you studied psychology? How have you, as a teacher, been profited by this study?

TRIGONOMETRY.—1. To what practical use can a knowledge of trigonometry be applied? In this science what is the unit for the measurement of angles? 2. Name and define the functions of an angle. 3. Show that in any triangle the sines of the angles are to one another as the sides opposite to them. 4. Why is the sum of the logarithms of two numbers equal to the logarithm of their product? 5. Give data for finding the distance between two distant objects.

PRIMARY DEPARTMENT.

A LANGUAGE LESSON.—SECOND YEAR GRADE.

On the evening previous to the following lesson, the children were told that they would be asked, in their language lesson next day, to tell what they did after school hours. The morning brought bright earnest faces. Every one had something to tell, for an extra effort had been made to help in some way. It is so pleasant to have it known that we can be useful.

The many little eager, "Oh, Miss ——, I"—s, before school-time, were met with "No, no, not yet. Wait until time for our Language lesson." The very fact of having something each is anxious to tell at this hour, makes it a very interesting lesson.

When the time for this class arrived, each pupil was given an opportunity to take part.

Teacher.—"Before we commence our lesson, let each one clean his slate and place it on the desk. How must you begin every sentence?"

Class.—"Every sentence must begin with a capital."

Teacher.—"When you are telling something, how do you end your sentences?"

Class.—"We place a period at the end of each sentence."

Teacher.—"How do you write persons' names?"

Class.—"Names are written with capitals, and a capital I when speaking of what I did."

Teacher.—"Very well, remember what you have been saying, when you write. Now, I am ready to hear what you have to say, Etta."

Etta.—"I went down town for my grandma."

Teacher.—"Take your slate and write that down. Rachel, what did you do?"

Rachel.—"I set the table for mamma, and wiped the dishes when Fred washed them. And I swept the kitchen floor."

Teacher.—"Write what you have told me. Now, Karl."

Karl.—"I picked up chips, and carried in three pails of water."

Teacher.—"Put it down on your slate. Now, Clyde?"

Clyde.—"I tipped my hat to you. I brought in enough wood to fill the box."

So the lesson continued, until every one had told his story. As each finished speaking he sat down and wrote what he had told. The slates were handed in and corrected. The sentences, in most instances, were written correctly, but unfamiliar words were misspelled. Attention was called to these as they were corrected, and the right spelling learned.

The snow that has been falling for a day or two has furnished a subject for our next lesson.

Sometimes a letter is written to a little friend, to mamma or papa, or to the teacher. Three things we try to keep in view in these letters, viz; to tell the truth; to tell something worth telling; to say all we have to say about one subject, before we begin on another.

Most of these letters consist of very few sentences, in some instances only one sentence, in others the letter is of some length, and would be a credit to older pupils.

Clifton, Ohio.

ANNA M. TORRENCE.

SPELLING FOR BEGINNERS.

(From Wisconsin Journal of Education.)

Whatever Volapuk and spelling reform may do for future generations, the children of the present day must learn to spell by dint of study. As the art of studying is

not one of which young children are in full possession, the reasonable teacher inquires constantly what she can do to give her pupils greater power in this direction.

The following exercise may commend itself to others besides the writer: Suppose the words to be taught are these: through, please, earn, wrong, perhaps, pretty. The words being taken from the reading lesson previously given, no time need be spent in talking about the words with a view to understanding their meaning, if indeed such explanation be needed at any time.

The pupils are seated with slates and pencils before them ready for use, but with hands folded. The teacher writes one word on the board. One child pronounces it, all pronounce it. Teacher asks, "How many can tell every letter with eyes shut? How many are sure just how it looks? Jessie may turn her back to the board and spell it. I'll cover it and we will all spell it." Then the eraser removes every trace of it, and the children write it upon their slates.

While the children are writing the word, the teacher writes the next one upon the board, and when the children look up, they are interested in this word as in the previous one, until they are anxious to prove to their teacher that they know every letter of it. This "proving" part is where the interest must be most intense, as it is then that the form of the word is impressed upon the children's minds. They must *wish* to know, must be determined to learn how to spell the word. Otherwise there will be no zest in the exercise.

In the course of five or six minutes, the words have all been studied and transferred to the slates. Then one child, perhaps one likely to blunder, is called upon to spell the words from his slate. Any possible mistake is hunted down, and the teacher finds out how well the lesson has been received. Next, a sponge erases every word from the slates, and the teacher pronounces all the words and the children write them, as in the ordinary spelling exercise. The examination of the slates may follow, or this part of the work may be deferred until later. The children are gratified if they can know *soon* that they have done well, but to know the result

immediately is no essential part of the plan. Not more than fifteen minutes are needed for the teaching and testing of the lesson suggested; but where the class contains forty pupils, some time is needed to examine the slates.

The advantage of this plan over some others in common use is that the lesson is studied with life, vigor, concentration. The children give themselves to the work under inspiring leadership and get some idea of what it means to study. They always seem to enjoy it as much as any school exercise, probably because each step is well-defined and easily taken, though a pleasurable *effort* is necessary to accomplish it; and also because the children soon see the result of their efforts in a well-prepared, well-appreciated lesson.

When a child is given a list of words and told to study them, he may or may not, look at each word as a *whole*. In many cases the child writes two or three letters of the word on his slate, then looks at book or blackboard for the rest of it. By the plan suggested, the child must see the whole word, think of it as such, and write it on his slate with nothing before his eyes to piece out a defective mental picture.

MARGARET E. CONKLIN.

Milwaukee, Wis.

NOTES AND QUERIES.

In Query 187, the answer given simply begs the question. Please to leave it a right-angled triangle and solve.

M. F. ANDREW.

The following solution was received too late for insertion in last issue:

Construct a right angle and on one of its legs lay off the perpendicular 25 feet, and since the angle opposite is 30 deg., the angle made by perpendicular and hypotenuse is 60 deg. Construct the angle and produce the base and hypotenuse until they meet. Now circumscribe a circle about the triangle, and the hypotenuse will be the diameter; and as the angle of 30 deg. is measured by half the arc included between its legs, the arc must be 60 deg., or $\frac{1}{6}$ the circumference, and the chord, which is the

perpendicular, is one side of an inscribed hexagon, or the radius; and if the radius is 25 feet, the diameter or hypotenuse is 50 feet. The base is readily found to be 43.3 ft.

F. F. M.

Q. 188.—*Uide* fig. in last issue. Triang. BEC is $\frac{1}{2}$ triang. AEB, since they are right, have a common altitude EB, and base of one is $\frac{1}{2}$ that of the other. They are similar, with BC corresponding to AB and BE to AE, since the corresponding angles are equal. Hence, $BC : AB :: \sqrt{\frac{1}{2}} : \sqrt{1}$, or $:: 1 : 1.4142$. $15 A. = 2400$ sq. rds. $\sqrt{\frac{2400}{1.4142}} = 41.1956$ rds., BC; and $41.1956 \times 1.4142 = 58.26$ rds., AB.

A. F. WATERS.

We can see by constructing the figure properly, that the breadth is to the length as 1 to $\sqrt{2}$; hence, $\sqrt{(2400 \div 1 \times \sqrt{2})} = 41.19 +$, breadth, and $41.19 \times \sqrt{2} = 58.2 +$, length. Mr. Hedrich errs in extracting 4th root of 320,000. His method will bring same result as above, which agrees with Mr. Korn's.

R. A. L.

J. B. Bowman and John R. Cassidy get same result.

Q. 191.—"The dash is often used to indicate the omission of the intermediate terms of a series, which are to be supplied in reading, being thus often equivalent to 'to....inclusive'; thus, Mark IV, 3—20 (that is, verse 3 to 20, inclusive); the years 1880—1888 (that is, 1880 to 1888)." —*Century Dictionary*.

Therefore, "1st—3rd month inclusive" and "1st—4th month" do not convey the same meaning. The "inclusive" in the first expression is superfluous, and the 4th month in the second is, according to the above authority, included.

W. R. WEISSBACH.

A. F. Waters and P. take the same view, and it is reasonable, but the expression is not always used with this intent. J. D. A. claims that without the word "inclusive" only the intervening months would be meant.

Q. 192.—*Worth* is an adjective in the predicate, limiting "it", and *while* is a noun in the objective case without a governing word.

FEE NAYLOR.

To the same effect J. R. Shriber, W. S. Jones, A. F. Waters, C. F. H., J. D. A. and P.

Q. 193.—“Him to be a scholar” is an infinitive clause; “him” is obj. case, subj. of “to be,” which is an infinitive depending on “know.” “Scholar” is obj. case, pred. after “to be.” P.

Him is objective case, subject of *to be*. *To be* is a present infinitive having the construction of an adj. depending upon *him*. *Scholar* is objective, predicate of *to be*.
EDWARD E. CORNS.

Similarly disposed of by Grant Noble, H. A. Rice, Bernard Quinn, and J. D. A. A. F. Waters, J. R. Shriber, W. S. Jones and C. E. B. make “him” the object of “know,” and “to be a scholar” depending on “him,” with an adjective construction.

Q. 194.—“Else” is an adverb and modifies “mistaken;” it is equivalent to “otherwise.” J. D. A.

“Else” is a conjunction connecting the two sentences. “Or” is superfluous in this sentence. W. S. JONES.

“Else” usually parsed as adv., modifying “am mistaken.” In fact, it is a pronoun standing for the sentence “if this is not true,” or some equivalent. “Else” is, in its etymology, an imperative verb of A. S., and meant “Put that aside”—and I am mistaken. P.

“Else” is here used expletively. A. F. WATERS.

Q. 195.—“Whether” is an obsolete interrogative pronoun, equivalent to which, subject of the sentence.

J. R. SHRIBER.

So say A. F. Waters, Bernard Quinn, W. S. Jones, C. E. B., C. F. H., J. D. A., J. M., and P. Grant Noble gives it the construction of attribute complement.

Q. 196.—“Swan and shadow” are in the objective case in apposition with “swan,” according to the context:

“Let beeves and home-bred kine partake
The sweets of Burn-mill meadow;
The swan on still St. Mary’s lake
Float double, swan and shadow.”

BERNARD QUINN.

So say J. H. Shriber, W. S. Jones, J. D. A., C. E. B. and P. A. F. Waters and J. M. think “swan and shadow” sustain an appositive relation to “double.” H. A. Rice makes them the object of preposition [as] understood.

Another view:—*Swan* and *shadow* are nouns in the nominative case in apposition with [they]. The ellipsis is shown in the following:

"[Let] the swan on still St. Mary's lake
Float [so that they], swan and shadow, [seem] double."

EDWARD E. CORNS.

Q. 197.—If x and y are integral numbers, the integral square root of 7 is x , and the difference between 7 and x^2 is y . This is not true where the values of x and y are fractional, but will be true where the values are integral. In this case $x=2$, and $y=3$.

M. F. ANDREW.

In first equation, $y=7-x^2$; substituting this value in 2nd equation we get $x^4-14x^2+x+38=0$; now, by synthetic substitution, detaching coefficients, we find 2 to be the value of x . By substitution we get $y=3$.

Marshallville, O.

R. A. LEISY.

The sum of the equations equals $x^2+x+y^2+y=18$. Now we perceive that the left hand side consists of two uncompleted squares; if $\frac{1}{4}$ be added to each part of the squares and $\frac{1}{4}$ to 18 we have $x^2+x+\frac{1}{4}+y^2+y+\frac{1}{4}=18\frac{1}{2}=\frac{37}{2}$. The left part of this equation consists of two complete squares, and if the values are *rational* the right hand side must be the sum of two squares. $\frac{37}{2}=\frac{19}{2}+\frac{19}{2}$; hence, $x^2+x+\frac{1}{4}=\frac{19}{2}$; $y^2+y+\frac{1}{4}=\frac{19}{2}$. Extracting the root, $x+\frac{1}{2}=\pm\frac{\sqrt{37}}{2}$, and $y+\frac{1}{2}=\pm\frac{\sqrt{37}}{2}$; and $x=2$, $y=3$, the answer.

F. J. BECK.

Other solutions with same result by John R. Cassidy, J. W. Jones, and P.

Q. 198.—With unity as a radius, draw a circle and inscribe a square, then draw a radius to one angle and another radius bisecting one of the sides which include this angle; connect the extremities of these radii and you have the side of the inscribed octagon, the length of which is easily found to be .7653. Now by similar figures, .7653 : 2 :: 1 : (2.613). 2.613=radius; 5.226=diameter.

G. W. LEAHY.

Same result and a variety of solutions by Abram Hufford, A. F. Waters, F. J. Beck, Grant Noble, J. W. Edwards, John R. Cassidy, R. A. Leisy, S. E. M., J. D. A., and C. F. H.

Q. 199.— $\$480 \times \frac{1}{16} = \300 , cost. 1 oz. Avoirdupois— $\frac{11}{16}$ oz. Troy. 10 oz. Avd.— $\frac{175}{16}$ oz. T.— $\frac{875}{16}$ lbs. Troy. $\$480 \times \frac{875}{16} = \364.58 , real worth. $\$364.58 - \$300 = \$64.58$, loss.

J. B. BOWMAN.

Same result and similar solutions by G. W. Leahy, U. F. Houriet, R. A. Leisy, F. J. Beck, C. E. B., J. D. A., and P.

Q. 200.—By a well-known proposition we have $60 : (75+50) :: (75-50) : 52\frac{1}{2}$, difference of segments of base: $(60+52\frac{1}{2}) \div 2 = 56\frac{1}{4}$, distance from foot of ladder to shorter stand-pipe; $\sqrt{(50^2 + 56\frac{1}{4}^2)} = 75.104$ feet, length of ladder.

J. W. JONES.

Various solutions and same result by U. F. Houriet, F. J. Beck, J. R. Cassidy, A. F. Waters, J. B. Bowman, Edward Sauvain, G. W. Leahy, C. F. H., C. E. B., C. C., and Grant Noble.

QUERIES.

Contributors to this department will please to observe the following:

1. See that your contributions reach the editor before the 20th of the month.
2. Write on but one side of the paper, and write plainly.
3. See that your signature is attached to each query and each answer to a query, and leave sufficient space between items for clipping apart.—EDITOR.

201. What relation does our Government sustain to the Pacific railways? S. H.

202. Whose words are these: "Friendship for all, entangling alliance with none?" Under what circumstances first uttered? A.

203. What were the Kentucky and Virginia resolutions of 1798? EDWARD E. CORNS.

204. Why is Hon. Allen G. Thurman called the "Old Roman?" J. D. A.

205. What was meant when it was said, "Clay is in the succession?" M.

206. Write the possessive case of Mrs. in both numbers. C. F. H.

207. Is a copulative verb ever transitive? If so, give examples. I. C. G.

208. Is an adverb ever used to modify a preposition? Give examples. F. F. M.

209. If stock bought at 10 percent premium pays 8 percent on the investment, what percent would it pay if bought at 12 percent discount? MARY GRANT.

210. A sells 50 bu. wheat, and B 60 bu., together receiving \$150. But A's wheat is 20 percent better than B's. How should they share the money?

P. BAER, Jr.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

We are again compelled to ask the indulgence of our contributors. Several articles intended for this number must wait, for want of room.

SCHOOL LEGISLATION.

House Bill No. 1070, introduced by Mr. Hysell, provides for a tax of one-twentieth of a mill, to constitute "the Ohio State University Fund." If this becomes a law, and we understand there is ground to hope it will—it will be a step in advance, —a long stride in the direction of a university in which Ohio may take some pride.

Another book bill has been introduced, known as House Bill No. 1060, by Mr. Pennell, providing for a "State School Book Board," consisting of the Governor and School Commissioner, and four other persons, two to be appointed by the Governor, and two by the Commissioner. It is a modification (perhaps a slight improvement) of the similar abortive effort of last year.

The solution of the text-book problem does not lie in this direction. If our legislators desire to reach a judicious and permanent settlement of this much vexed question, let them enact a law something like the following, and then take a long rest from their arduous labors:

Each board of education shall purchase all text-books and other supplies used in the schools under its control, to be loaned to the pupils free of charge, under such rules and regulations as to custody and care as the board may prescribe.

In this connection, we can scarcely forbear calling attention to the spectacle presented by the struggles of the law-makers, the statesmen, of this and some other states, with this school-book question. For several years, these Solons have spent much time and large sums of the people's money in vain efforts to save a few

cents to each child, in the cost of his readers, spelling books, etc., by means of unwise and impracticable legislation ; for it must be conceded that this is the character of all, or nearly all, the legislation in this direction. Its general tendency has been to extravagance and waste, rather than to any saving ; and to deterioration rather than to improvement of the children's books.

True statesmen, wise law-makers, would give their best thought and their most earnest endeavor to the betterment of the schools, to the improvement and enlargement of the means of sound education. It should be the great concern of every good citizen even to provide the best possible instruction for all the youth. But the average Ohio legislator seems to care little for these things. The most experienced educators of the State have for a long time urged with great unanimity certain measures for the improvement of the country schools—measures necessary to prevent the waste of a large part of the money and effort now expended on these schools. But the average modern legislator is too much concerned about the price of spelling-books to give heed to these things.

Let boards of education be authorized to buy the text-books, let them buy them in the cheapest market in the world that will supply a good article, and let us have done with all this boy's play. Then let our law-makers turn their attention to devising means for the betterment of the schools.

TWO INSTITUTES.

One of the best Pennsylvania institutes we have attended was at New Castle, Lawrence County, the week beginning Dec. 15, under the management of Superintendent J. M. Watson. In it were combined the excellences of the Pennsylvania system and some of the best features of Ohio institutes. The attendance was full, prompt and regular, and great freedom and an excellent spirit prevailed throughout the session. The instructors, besides the writer, were Prof. S. R. Thompson, of Westminster College, Supt. F. M. Bullock of the New Castle schools, Supt. F. Treudley, of Youngstown, and Prof. Milton McClymonds, of the State Normal School at Slippery Rock, Pa. The institute was divided into two sections a part of each day, and the instruction was of a more direct, practical and helpful kind than we have been accustomed to hear in Pennsylvania institutes. Lawrence being one of the smaller counties, the number in attendance was not so great as to be unwieldy, and this may account in great measure for the more responsive and more active attitude of those in attendance.

Mrs. Mary Hunt, of Boston, did good service in the interest of temperance instruction in the schools, speaking twice to the teachers, besides her evening address before a mixed audience. She claims that Pennsylvania is in advance of Ohio on this question.

A much larger institute was held at Meadville, Crawford County, New-Year's week. The enrollment was nearly six hundred. The instructors were Dr. W. N. Hailman, Laporte, Ind., Dr. Geo. G. Groff, Lewisburg, Pa., Geo. P. Bible, Williamsport, Pa., Supt. R. M. Streeter, Titusville, Pa., Miss Etta Dunn, Meadville, Pa., and the writer. A graded school section held separate sessions a part of each day, but most of the work was done in mass meeting. There was a ready response on the part of the teachers whenever called upon, but there was little disposition on the part of the instructors to undertake the handling of so large a class, and lecturing was the order of the day for the most part.

The superintendent, Mr. Geo. I. Wright, is an Ohio man, and, as a matter of course, is master of the situation. He has the very cordial support of a very fine body of teachers. Supt. Hotchkiss, of the Meadville schools, and his entire corps of teachers were in attendance all week.

Hon. John Q. Stewart, Deputy State Superintendent, was present the last day, and made a stirring address.

A feature of both these institutes deserving of mention was the "informal meeting," held each morning for an hour before the opening of the regular session. There was a new leader each morning, various phases of school work were discussed in an informal way, questions were asked and answered with the greatest freedom, and experiences were compared with profit to all.

Another feature of both institutes was "Directors' Day." The directors held a business session of their own, but attended the institute a part of the day. Some of the questions uppermost in the minds of both directors and teachers in Pennsylvania are free text-books, and grading, course of study and graduation in country schools. We were not able to discover that Pennsylvania is much in advance of Ohio in these matters, notwithstanding her years of township organization and county supervision. There, as in Ohio, teachers complain of insufficient legislation, want of co-operation, inadequate compensation, and uncertain tenure of office. But they are an earnest folk, devoted to their work and seeking to know the better way. We take pleasure in acknowledging the great kindness and courtesy with which our feeble efforts were received. We met nothing but kindness anywhere.

FREE TEXT-BOOKS.

These extracts from a private letter, written by one of the oldest and best known school superintendents of Ohio, are right to the point:

DEAR FINDLEY:—Thanks for your articles on Free Text Books. I have lately given the subject some consideration, and I am free

to express the conviction, deepened by investigation and thought, that it is the only true educational policy for this country.

It is, as you suggest, the logical outcome of our system of free schools, and especially of our compulsory school attendance law. Indeed, the latter can hardly live without it. It is demanded by every consideration of justice to the poor, of state policy, of patriotism, and national safety. It is justified, as experience has shown, by advantages without number and with no disadvantages.

It is the best way, and in fact the only feasible way, of settling the school book war which is forever on, and that, too, in a way that will be satisfactory to all.

It will meet the demand for cheaper books, leaving Boards of Education free to make the best terms possible with competing publishers, securing that township and municipal uniformity, which alone is desirable, and leaving free that competition which is necessary to the best text-books.

The policy has won, is winning, and will continue to win, opposition or no opposition. When Massachusetts leads the way, Ohio need not fear to follow.

The question is an important one and should be made prominent in the educational agitation of the State and country. *

January 14, 1891.

It is worthy to be noted, in this connection, that Governor Hill, in his message to the Legislature of New York, advocates compulsory education *and free text-books*.

THE EDUCATIONAL REVIEW.

The first (January) number of this new magazine has appeared. It is edited by Nicholas Murray Butler, Ph. D., professor of philosophy in Columbia College, and president of the New York College for the training of teachers, assisted by E. H. Cook, Ph.D., head-master Rutgers Preparatory School, New Brunswick, N. J. (formerly principal Columbus High School), Wm. H. Maxwell, Ph. D., superintendent of schools, Brooklyn, N. Y., and Addison B. Poland, Ph. D., superintendent of schools, Jersey City, N. J.

It contains over 100 pages, printed in large clear type, comparing favorably in appearance with the large popular magazines. It is scholarly in character and broad in scope, reaching over the whole field of education, elementary, secondary and higher. This issue contains articles from President Gilman, Dr. Harris, A. S. Draper, Charles De Garmo, and others. The book reviews are a prominent feature.

It ought to find a large constituency among the more advanced and earnest students of education in the country.

Published monthly except August and September, at \$3 a year, Henry Holt & Co., New York.

STATE CERTIFICATES FOR TEACHERS.

The Ohio State Board of Examiners issues the following circular of information to persons desiring to become applicants for a State Certificate:

The Board will hold two meetings for examination during the year 1891. The first will be held in Columbus, Ohio, on Tuesday, July 7th, beginning at 8:30 A. M., and continuing July 8th and 9th. The second will be held in Columbus, Ohio, on Tuesday, December 29th, beginning at 8:30 A. M. and continuing December 30th and 31st.

Under the law, the Board can issue none but Life Certificates. For the present, the Board will issue but *two* grades of certificates, viz: Common School and High School.

Applicants for a Common School Certificate will be examined in Orthography, Reading, Writing, Arithmetic, Algebra, Geography, English Grammar and Composition, History of the United States, General History, English Literature, Physiology and Hygiene, Physics, Theory and Practice of Teaching, and such other branches, if any, as they may elect.

Applicants for a High School Certificate, in addition to the above-named branches, will be examined in Geometry, Rhetoric, Civil Government, Psychology and its applications to teaching, and two branches selected from the following: Chemistry, Botany, Zoology, Geology, Astronomy, Trigonometry and its applications, Logic, Latin, Greek, German, and Political Economy.

Applicants for a certificate of either grade must file with the Clerk of the Board, at least *thirty* days before the date of examination, satisfactory testimonials that they have had at least *fifty months'* successful experience in teaching. These testimonials should be from educators well known to the Board, or from other competent judges of school work.

The holder of a Common School Certificate may receive a High School Certificate by passing examination, at one meeting of the Board, in all the additional branches, as above stated, and furnishing satisfactory evidence of continued success in teaching.

No branch will be added to a Common School Certificate after the date of its issue; but, when issued, such certificate shall name the additional branches, if any, upon which the applicant has passed a satisfactory examination.

Eminent attainments in any particular line of study will receive due consideration in determining an applicant's qualifications.

As an essential condition of granting a certificate of either grade, the Board will require evidence that the applicant has had marked success as a teacher, and has a good knowledge of the science and art of teaching.

Each applicant for a certificate shall pay to the Board of Examiners a fee of five dollars; and the Clerk of the Board shall pay to the State Treasurer all fees received.

Address all inquiries to the Clerk of the Board,

ALSTON ELLIS, HAMILTON, OHIO.

EDUCATIONAL INTELLIGENCE.

—The mid-year graduating exercises of the Akron High School were held January 30—36 graduates.

—The schools of Genoa, O., are progressing finely under the supervision of W. D. Pepple. The enrollment is nearly 300.

—The schools of Dublin, Franklin County, are enjoying a very prosperous year, under the superintendency of S. H. Layton.

—It is now claimed that the highest mountain in the world is Mt. Hercules, in New Guinea, which is said to be 32,763 feet in height.

—The annual meeting of the North Eastern Ohio Teachers' Association will be held in the rooms of the board of education at Cleveland, February 28.

—The Farmers' Alliance and the Knights of Labor, in joint session at Galion, O., demand the enactment of a law providing free text-books. Lawmakers, hearken!

—Cleveland will erect half a dozen new school buildings the coming summer, at a cost of \$300,000. The rapid growth of school population makes this necessary.

—The pupils of the Lima schools, at the suggestion of Supt. Greenslade, made a very generous Christmas offering for the benefit of the poor of the city, consisting of a great variety of articles of clothing and food.

—The official announcement has been made from the Census Office that the present population of the United States is 62,622,250, Ohio has 3,672,316, and now takes the fourth place among the states, instead of third as heretofore.

—The schools of Niles, O., under the superintendency of F. J. Roller, are moving along smoothly and prosperously. The senior class numbers 13. The proceeds of recent school entertainments, amounting to about \$300, will be invested in books for the school library.

—Of ninety-two teachers in the public schools of Dubuque, Iowa, eighty-one were themselves educated in those schools. And of these ninety-two teachers, eight are Universalists, twelve are Presbyterians, seven are Methodists, two are Baptists, two are members of the Christian Church, eight are Episcopalians, ten are Congregationalists, several are Lutherans, and thirty-three are Roman Catholics.

—For the meeting of the teachers of Pickaway County, to be held Feb. 28, the following program has been arranged: "Orthography," C. M. Rife; "Participles and Infinitives," P. H. Balthaser; Recitation, E. A. Snyder; "The Eye," Dr. Howard E. Jones; "How to Teach Geography," W. H. Howard; "Memory—Its Theory and Practice," Prof. M. H. Lewis, Circleville; Recitation, Miss Anna Black; "Little Things in the Schoolroom," P. E. Hoover.

—Huntersville (Piqua) schools are prosperous, though the primary grades have been crowded beyond their seating capacity most of the year. The grammar grades, under Principal L. Westfall, have organized a competitive literary society to do the rhetorical work. The Board has recently adopted a very efficient set of rules and regulations and a course of study which is practically that of the city schools.

—The Hurons held their second quarterly council at Plymouth, on Saturday, January 31, with the following program: Music, by the Plymouth High School; prayer, by Rev. Smith; "Mistakes in Teaching," Supt. Weaver, Shiloh; "Verbals," Supt. Walker, Greenwich; "Governing," Supt. Kimerline, New Washington; "How, When and What?" Supt. Bagnall, New London; "The First Year's Work," Miss Sue C. Simmons, Primary Department, Monroeville; "Those Boys," A. Z. Williams, A Grammar, Plymouth; "Social Purity," Miss Estelle Sharp, Asst. High School, Bellevue. J. A. Pittsford, Chicago, O., *Pres.*; L. D. Wyman, Wakeman, *Vice Pres.*; Estelle Wood, Norwalk, *Secr.*

—The Richland County Teachers' Institute met at Mansfield, Dec. 30, 1890, and continued in session four days. Dr. J. J. Burns, of Canton, and Dr. Eli F. Brown, of Dayton, were the instructors. Dr. Brown lectured one evening on "Some Remarkable Women," and Dr. Burns gave a lecture on Thursday evening upon "Canada and the Great Glacier of the Selkirks." One evening was devoted to a very pleasant social. The meetings were very successful, the attendance large, and the interest and enthusiasm grew with each day. The following officers were elected: *Pres.*, J. B. McCoy, Shelby; *Vice Pres.*, E. E. Cuning, Lucas; *Sec'y*, Bertha Ruess, Mansfield; *Executive Committee*, M. M. Hunter, Shelby, D. H. Charles, Barnes P. O., and J. G. D. Tucker, Lexington.

BERTHA.

—THE SUPERINTENDENTS' MEETING. The Department of Superintendence of the National Educational Association, Judge A. S. Draper, president, will meet at Philadelphia, February 24-26. Hon. George William Curtis will occupy one evening. Dr. William T. Harris will speak upon the "National Educational Association—Its Organization and Function;" Supt. Henry Sabin, of Iowa, upon "Agencies for the Preparation of Teachers;" Supt. Oscar H. Cooper, of Galveston, Texas, upon the "Relation of Universities and Schools;" N. C. Dougherty, of Peoria, Ill., upon "The Compulsory School Legislation of Illinois and Wisconsin;" Supt. Wm. E. Anderson, of Milwaukee, upon "Qualification and Supply of Teachers for City Public Schools." Dr. James MacAlister, of Philadelphia, will probably speak upon "Art Education as Related to Public School Education."

The Secretary, Supt. L. W. Day, of Cleveland, writes that excursion railroad rates on the certificate plan have been secured. Headquarters will be at the Continental, cor. 9th and Chestnut. The meetings will be held in Association Hall.

—The Clarke County Teachers' Association met Dec. 20 at the rooms of the County Examiners. Two sessions were held, the theme of the morning being, "How to Make Teaching a Profession." Mr. John Rowe, the veteran teacher, had presented the topic at the previous meeting, but the discussion was necessarily postponed until this. The interchange of opinion was free, the speeches brief and pointed. In the afternoon a symposium on the general theme, "Where the Teacher is Found," was presented under the heads "In the School Room," Miss Anna Torrence, Clifton; "In the Community," W. W. Donham, Olive Branch High School, and W. R. Kersey, Selma; "Where He Has No Business," Supt. C. L. Van Cleve, Troy. The discussion was very interesting and listened to throughout by nearly all of the 100 teachers present.

In Clarke County, the teachers have a way of putting in an appearance, remaining an hour and then leaving unceremoniously. In view of such fact there seems to be needed some influence which shall induce interested and continued attendance on our meetings.

V. C.

—N. W. O. T. A. The annual meeting of the North Western Ohio Teachers' Association was held at Carey, Dec. 30 and 31. Mr. T. W. Dickerson delivered an address of welcome abounding in wit and cordiality, to which Supt. Sadler, of Perrysburg, responded in his usual happy vein. A thoughtful and polished inaugural address was delivered by the president, D. A. Haylor, of Bowling Green.

At the evening session, a very eloquent lecture on "Gustavus Adolphus" was given by S. A. Ort, president of Wittenberg College.

The remainder of the program was as follows: Paper "Examination," Supt. W. F. Hufford, La Rue; paper—"Methods and Principles of Teaching," Supt. W. A. Saunders, Bryan; address—"Government," Miss Nellie Moore, of Defiance College; paper—"Free Text Books," Supt. W. W. Ross, Fremont; paper "Function of the High School," Prin. J. F. Smith, Findlay; paper "Methods in Primary Work," Miss Sarah Clark, Sandusky; paper "Study of English," Supt. E. P. Deane, Kenton.

The new constitution requires that the subjects for discussion shall be chosen by the Executive Committee. The next meeting will be at Kenton.

ESTELLE AVERY SHARP, Sec.

—The Lorain County teachers held their second meeting Jan. 10, at Grafton, with an attendance of nearly one hundred. The three papers, "Little Offenses against School Government," by S. M. McLean, "How shall we Interest our Pupils in Grammar," by Miss Tressie O'Conner, and "Our Critics," by Supt. R. H. Kinnison, of Wellington, were all able productions, and with the discussions which followed were a source of profit to all the teachers. The closing hour of the meeting was given to F. S. Reefy, of the *Elyria Democrat*, who delivered an interesting and instructive

lecture upon the "Glacial Drift of Lorain County." An interesting feature of the next meeting to be held at Elyria, Mar. 14, will be an illustrated lecture on the Glaciers of Alaska, by one who has visited that country to see them. H. M. E.

—OHIO SCHOOL EXAMINERS' ASSOCIATION.—The annual meeting of this Association was held in the Sullivan Street School Building, Columbus, on the last day of '90 and on New Year's Day, '91.

The first session was called to order by the President-elect, Supt. J. A. Shawan, of Columbus, at 2 P. M. There was a second session at 7 P. M. and another New Year's morning. Examiners to the number of 107 were present. They represented 48 counties and 68 Examining Boards. The following counties were represented by the entire Board of each: Hamilton, Butler, Muskingum, Tuscarawas and Greene. With three exceptions, all the examiners present were practical teachers now actively engaged in school work in their respective counties.

The topics assigned by the committee for discussion were as follows:

1. What can Examiners do to furnish better teaching for the schools, and secure better compensation for the teachers?
2. Should there be any change made in the law relative to the appointment of County Examiners?
3. Should County Examiners conduct or teach schools having for their object the preparation of candidates for examination?
4. What should Examiners do to encourage teachers to broaden their scholastic attainments?
5. How many examinations should be held each year, and how much time should be given to each?
6. What should be the character of the questions asked, and the method of conducting the examination?
7. What relation should County Examiners sustain to County Institutes?

These were taken up in order and discussed very freely. Nearly every one present took some part in the discussions.

In the discussion of the fifth topic, very few examiners favored fewer examinations. Custom varies much in the counties as to time, locality, and number of examinations.

In a few counties applicants are granted the privilege of taking part of the test one day and the rest on the day next following on which examinations are held.

The sentiment in favor of efficient supervision was general. While most of those present would be willing to accept township supervision, nearly every one declared emphatically for county supervision as being more practicable and productive of better results.

The meeting was well attended throughout the sessions, the thorough discussion of the topics named was certainly beneficial to all present, and the influence of this meeting will be felt over the whole State.

The following resolutions were adopted:

Resolved, That the County Examiners should use the greatest possible care to the end that certificates be granted to the better qualified applicants only, and thus raise the standard of qualifications.

Resolved, That we, as school examiners, are firmly convinced that the progress and best interests of our district schools demand supervision, and that we petition the Legislature to enact laws leading to this end.

Resolved, That this Association respectfully requests the State School Commissioner and the State Board of Examiners to send to the respective county boards lists of questions monthly, or as often as they may deem expedient.

Resolved, That County Examiners should aid and encourage the teachers in the organization of reading circles.

Resolved, That we do most earnestly condemn the conducting or teaching by examiners of schools having for their object the preparation of candidates for examination, when such examiners receive remuneration for such teaching from the individual pupils; and further, that we will do all in our power to prevent examiners from conducting or teaching such schools in violation of law.

The following officers were unanimously elected: President, M. R. Andrews, Marietta; vice president, J. W. McKinnon, London; secretary, G. W. DeLong, Perry County; treasurer, U. M. Shappell, Allen County; executive committee, Charles Hauptert, Tuscarawas County; L. D. Bonebrake, Knox County; B. B. Harlan, Butler County.

J. P. SHARKEY, Sec.

J. A. SHAWAN, Pres.

—FOREIGN EDUCATIONAL NOTES. *Belgium.* In Belgium, anybody, whether his true vocation be butcher, baker, or candle-stick maker, can open a school. In this respect Belgium and England stand on common ground. The parents have the right to send their children to whatever school they like; or, if they prefer it, to no school at all. In this respect, the predilections of English parents are less indulged. In the words of Deputy Jacob: "The right to remain ignorant is a precious right," and it is taken advantage of in Belgium in no small degree. Among the working classes, 80 percent can neither read nor write. The percentage of those who can read and write, for the whole country, amounts to only 15.

Holland.—The proverbial cleanliness of the Dutch stops short at their own skins. Public baths in the towns are rare, and bath-rooms in the houses of the middle classes are rarer still. The example of Germany, where in most parts water is not at every man's door, seems to have roused the authorities in Holland to a sense of their own shortcomings in this matter. The Town Council of Amsterdam some months ago appointed a commission to confer with the heads of schools about the desirability of

establishing baths at every communal school. The teachers, by a majority of 38 against 12, voted against the proposal. It was then proposed to increase the facilities for bathing by establishing additional public baths. But at a subsequent meeting of the Council this was rejected, and it was then decided to build baths at two of the schools by way of experiment.—(*London Journal of Education.*)

Germany.—The following epigrammatic sayings of Diesterweg are quoted by Dr. Dittes: "Wherever the schools degenerate, they do so through the teachers; and wherever they rise it is done through the teachers, also. There is no other way."—"A school is worth exactly as much as its teacher."—"Only he who has confidence in mankind can accomplish great deeds. This faith alone can do it. Confidence in mankind is a fundamental requisite of the teacher."—"Man's value is in his heart; intellect alone can never make a mortal a righteous man. True, nothing is possible in this world without intellect, but the motive power of all great actions is in the heart and character of man."—"There is no more precious thing than culture; all else has no value without it."—"The gravedigger of the schoolkeeper is true culture."

The "Centralblatt fuer Bibliothekswesen" says: During the school year 1889-90, the college libraries in the United States have increased the number of books on their shelves by 162,987 volumes, so that now they number 2,882,398 volumes. During the same year these libraries have received gifts to the amount of \$3,625,079.

Berlin.—The special commission of professional men appointed to consider plans for reform of secondary schools in Prussia has at last been named. The commission consists of 30 members. We shall watch with interest the educational journals of Germany, and shall hasten to acquaint our readers with the results of the conference.

PERSONALS.

—J. W. Edwards is principal of schools at New Lebanon, Montgomery Co.

—J. E. McKean, of Port Clinton, and W. D. Pepple, of Genoa, have been engaged as instructors in the Ottawa County institute next summer.

—W. G. Ballantine, D. D., Professor of Old Testament Language and Literature at Oberlin College, has been elected president of that institution.

—T. E. Keelor, of Lebanon, has been called to the principalship of schools at Excello, Butler Co., at a salary of \$85 a month. The schools have three departments.

—Ferdinand Soehner, principal of one of the Hamilton schools, and a teacher of over fifty years' experience, was crushed to death by the cars in holiday week.

—Dr. Alston Ellis, of Hamilton, has been re-elected for a term of two years, at a salary of \$2,700. A minority of the board favored increasing the salary to \$3,000.

—Albert I. Mayer, of Toledo, has been called to fill the vacancy in the principalship of one of the Hamilton schools, occasioned by the sudden death of Ferdinand Soehner. Salary, \$1,050.

—W. E. Lumley, an Ohio teacher, now president of Hickman College (Ky.), writes that Kentucky schools are making rapid progress. Hickman has nearly 300 students in attendance.

—Hon. John Ogden, well known to a large number of the readers of the MONTHLY, entered, January 6, upon the duties of the office of State Superintendent of Instruction for North Dakota.

—Supt. L. W. Day, of Cleveland, has been appointed Ohio State Manager for the National Educational Association. He writes that Cleveland expects to send a large delegation to Toronto next July.

—H. L. Frank, the new superintendent at Fostoria, has made a good beginning, and is much encouraged in his work. The schools are growing rapidly, there being 27 teachers this year against 21 last year.

—J. W. Bowlus, principal of Savannah Academy, has institute engagements in Nebraska, for five weeks next summer. The academy is prospering finely, having gained in attendance 20 per cent each year for the last five years, now numbering 200.

—Prof. W. T. Jackson of Western College, Toledo, Iowa, late superintendent of schools at Fostoria, Ohio, is highly complimented by the local press for a lecture on King Lear recently delivered before the students of the institution with which he is connected and the citizens of the town.

—In the death of Miss Anna Swartzel, Preble County has lost one of her very best teachers. Only a few months more and she would have become the accomplished bride of Supt. J. M. Bunker, Ohio-side schools, Union City, Ind. Mr. Bunker will certainly have the sympathy of the whole MONTHLY family. A. S. F.

—J. W. Knott, superintendent of the "Ohio Institution for the Education of the Deaf and Dumb," at Columbus, is doing quiet but effective work in that institution. He deserves the confidence and support of every friend of education, without regard to party or sect. He may be relied upon to administer the affairs of the institution in the interest of those for whom it was founded, and not in the interest of the politicians.

BOOKS.

Principles of Political Economy. By Arthur Latham Perry, LL. D., Professor of History and Political Economy in Williams College. 600 pages. Crown 8vo. \$2.00. New York: Charles Scribner's Sons.

Students of this science scarcely need an introduction to Professor Perry. His text-books on this subject have been in use for a quarter of a century. The book before us is entirely new, and devoted to a discussion of the principles of the science. Though designed for a college text-book, it is well calculated to interest and instruct the general reader. It is outspoken in opposition to the doctrine of protection, and deals recent national tariff legislation some hard blows. One reason assigned for the appearance of this book is the tendency of legislation to run counter to sound economics. The subject is handled without gloves. Simplicity of style and clearness of illustration characterize the work throughout.

German Composition, by Charles Harris, Professor of the German Language and Literature in Oberlin College (D. C. Heath & Co.), is something entirely new in plan and style, for the purposes for which it is intended. It can be used with any German grammar. Copious explanatory notes are at the bottom of each page, which are of great convenience to the pupil. The back is supplied with a good vocabulary. T.

The Cortina Method of Learning Spanish, by R. D. De La Cortina, published by D. Appleton & Co.

In this book the author purposes to enable one, either with or without a teacher, to learn the Spanish language so that he may read, write and speak it in the short space of twenty lessons. The scientific treatment and progressive arrangement of the lessons, with the clear and helpful notes at the bottom of each page, fill the student with confidence that, if he is diligent and patient, he can justify the assertions of the author. T.

The Bible Abridged: Being selections from the Scriptures of the Old and New Testaments, Forming a Reasonably Complete Outline of the Important Events of Sacred History in their Proper Sequence, and in the Closest Connection Practicable. For Families and Schools. Arranged by the Rev. David Greene Haskins, S. T. D. Boston: D. C. Heath & Co., 1890.

The whole is arranged in 390 lessons of suitable length, with appropriate headings. The standard version is used, and the order of the Bible is followed, except in the case of the Gospels. The selections from these are interwoven so as to form a connected narrative without repetitions. Besides a fair outline of sacred history and biography, the book is designed to contain "all that is most sublime and elevating of inspired thought and imagination, and all that is most essential of Christian doctrine

and moral teaching." It is well suited for school use, and for home instruction and devotion.

From Colony to Commonwealth, by Nina Moore Tiffany, is a book for young people, containing stories of the Revolutionary days in Boston. There are pleasing sketches of Samuel Adams, Gage, Warren and Washington, and well-told stories of the Boston Tea-Party, Paul Revere's Ride, Lexington, Bunker Hill, etc. Numerous maps, portraits, and illustrations accompany the text. Published by Ginn & Co., Boston.

Open Sesame: Poetry and Prose for School Days. Edited by Blanche Wilder Bellamy and Maud Wilder Goodwin. Vol. III. Arranged for Students over Fourteen Years Old. Boston: Ginn & Co. 1891.

A string of pearls! A casket of jewels! One can scarcely conceive of a more choice collection. Many of the recognized masterpieces are here, as well as many favorite selections of less note. Blessed the young minds made familiar with such noble thoughts in such comely garb.

Good-night Poetry, compiled by Wendell P. Garrison, and published by Ginn & Co., Boston, is a choice collection of poetic gems to be read by the mother at the bed-side of her little ones, as a prelude to peaceful slumber, hence called "good-night" or "bed-side" poetry. The conception is a happy one.

Insecta. By Alpheus Hyatt and J. M. Arms. Published by D. C. Heath & Co., Boston.

This very neat little 16mo volume of nearly 300 pages is designed as a guide to the study of insects. It is beautifully and profusely illustrated, and gives scientific classification and nomenclature. It is not so much a treatise as a guide to observation.

Old Mortality. By Sir Walter Scott. Complete. With Notes and Glossary. Boston: Ginn & Co.

This, one of the best-known of the Waverley novels, is uniform in style and binding with the "Classics for Children," and suited for supplementary reading at home or at school.

Philosophy of American Literature. By Greenough White, A. M. Published by Ginn & Co., Boston.

This is a short but entertaining study in the rise and growth of American Literature, and the influences that shaped it. It starts with the smallest beginnings in colonial days, and follows on almost to the present, tracing the close relationship between our literature and our history.

A Shorter History of the United States for Schools, with an Introductory History of the Discovery and English Colonization of North America. By Alexander Johnston, Professor in Princeton College. New York: Henry Holt & Co.

The general plan is similar to that of the author's larger history for schools. It is a history of the *Nation*, with a brief sketch of discovery and colonization; and it is real history, not mere romantic stories, nor yet a dry skeleton or outline of dates and events. The conduct and motives of men are prominent. The pupils fall to tracing cause and effect almost before they are aware. The numbering of the paragraphs and the cross-references are a good feature, as are also the copious references to standard authors for supplementary reading.

Health for Little Folks is a very attractive little book published by the American Book Company (Press of D. Appleton & Co., New York), designed for use in lower grades, to meet the demand for instruction in practical hygiene, and in the nature and effects of alcohol and narcotics. It carries the endorsement of the national superintendent of scientific instruction of the W. T. C. U.

The Natural Speller and Word Book. Ivison, Blakeman & Company, New York and Chicago.

The old-time spelling-book was designed to teach the orthography of words abstractly, with little reference to their meaning or use. This one is a genuine language book. The tendency, for a number of years, has been to discard the spelling-book. With such a book as this, the speller might profitably resume its place in the schools, serving the double purpose of speller and language lessons. Why not?

Notes on School Management. By George Collins, Rough Road Training College. Sixth Edition. London: Moffatt and Paige.

This is a small book well filled with practical suggestions pertaining to the organization, government and instruction of schools. It is in some respects peculiarly English, but contains in detail much that is applicable in the management of a school anywhere. The minute directions given for teaching reading, writing, spelling and arithmetic give it special value for inexperienced elementary teachers.

From C. W. Bardeen, Syracuse, N. Y.:--

Tiedemann's Record of Infant Life. An English version of the French translation. 45 pp. Paper.

Examinations as Tests for Promotion. A paper read by W. H. Maxwell, of Brooklyn, before the National Educational Association at St. Paul.

Organization and System vs. Originality and Individuality. By State Supt. Henry Sabin, of Iowa. Read before the National Educational Association, at St. Paul.

Effect of the College Preparatory High School upon Attendance and Scholarship in the Lower Grades. By C. W. Bardeen

editor of the *School Bulletin*. Read before the National Educational Association, at St. Paul.

MAGAZINES.

The Arena for February has an unusually brilliant and strong array of writers, American and foreign. There does not seem to be a tame article in it. Every page bristles with thought on living topics. This magazine is a library in itself, treating all the great religious, reformative, ethical, educational and scientific problems in a broad, fair and impartial manner. It is an open arena in which every combatant's lance seems well tempered and sharp.

A feature of the *North American Review* for February is a group of articles by the surviving generals who were at the great battle of Gettysburg. These articles were written after their visit to the battlefield last Fall, and they include one expressly written for the Review by the Comte de Paris.

Scribner's Magazine for February is one of the best and most attractive numbers of this popular magazine yet issued. It grows in favor. A noticeable feature of this issue is "A Box of Autographs," Richard Henry Stoddard's account of some of his unique treasures, with fac-similes of manuscripts of Addison, Burns, Mrs. Browning, Campbell, Scott, Thackeray, and other worthies.

The Century for February contains the first instalment of a new novel by Edward Eggleston, "The Faith Doctor." It is a story of New York life. Some of the characters introduced are in "society" and others are trying to get in.

The Atlantic Monthly for February contains "Some Unpublished Letters of Charles and Mary Lamb," "The New England Meeting House," and other choice reading, besides the regular instalments of the current serials.

First Biennial Report of the Superintendent of Public Instruction of North Dakota, for two years ending June 30, 1890. W. J. Clapp, Superintendent, (appointed to fill the vacancy occasioned by the death of Capt. Wm. Mitchell.) It is a very creditable document. One is impressed with the newness and vigor of everything pertaining to the school system of this young state.

Report of the Superintendent of Instruction of the Commonwealth of Pennsylvania, for the year ending June 2, 1890. D. J. Waller, Superintendent, contains, besides the superintendent's report and accompanying tables, reports of county, city, borough and township superintendents and normal school principals, school officers, etc.

— THE —

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

— AND —

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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No. 3.

THE FREE SCHOOL SYSTEM IN DANGER.

DR. J. TUCKERMAN.

The union of the Roman Catholics, the Lutherans, and the Mormons, in opposing the public schools of the United States, is a peculiar phenomenon. "Politics makes strange bed-fellows," but this union of discordant elements forebodes trouble and danger to American institutions. The active participants in the movement have not the same ends in view, but that they vote together, in several states of the Union, whenever the public schools are under public consideration, is ominous. Each sect seems determined either to make its own peculiar dogma a part of the public school curriculum, or to crush the system itself. The Romanists are foremost in denouncing the public schools as "*Godless, Creedless, Colorless, Irreligious, and Immoral*," and they claim that they, themselves, are the only divinely authorized teachers of the nations, and that the state is a usurper, exercising a control never delegated to it.

They say that "Between the church and the state the church has the prior and the stronger right to the education of the children."

"The child is really a creature of God and not of the state. Who made us? God. Will any doctor of divinity pretend to say that the state made a human being? Hence it necessarily follows that the right of educating that creature belongs to the Church rather than the state."

"There is one God and he commanded the church to be the teacher of the nations. Again, can the state show me, anywhere, a divine command to teach? The church, which has been commanded to teach the parents, has been equally commanded to teach the children. Here is a *right* and a *command* which is *clearer* than the *Constitution* of the *United States*, *stronger* than the *Declaration of Independence*, *higher* and *better* than *Magna Charta*, the *Bill of Rights*, or *any other thing* in the world."

"If we suppose a point of contact between the church and the state it, will always be found, on examination, to be the fault of the state. The state follows expediency and advantage oftener than right and principle, and knows little and cares less for consistency."

Such is the exact language as published in the *New York Freeman's Journal* and *Catholic Register*, from April 26 to June 7, 1890. This language, often repeated in the leading Romanist journals of the country, shows the true position of the leaders of the church in respect to our free school system. Let us look at the accuracy of these statements and the validity of the conclusions.

The charge is made that the nation and its schools are godless. Can that truthfully be said of a nation, when every officer of the nation and every officer of every state in the nation, and of every county, city and town of every state, makes oath "as he shall answer to God" that he will obey and properly administer the laws of the United States and of the state, county, city or town of which he is an officer"? Is not that as clear and direct a recognition of the deity as though the word "God" were expressed in the Constitution? When every school officer of the nation and of every state, county, city and town and school district takes upon himself a similar obligation, can that *school system* justly be called

"godless"? Certainly the school officers recognize God as the highest authority and *they* are not godless. They make this recognition in their official capacity and the system or corporate body which they represent cannot be called "godless."

But the system is "irreligious and necessarily tends to immorality," say the opposers of free schools. They are "irreligious" for "they cannot give what they have not got." "They have neither religion nor morals, hence they cannot teach them."

The above method of reasoning is very adroit, but it is also very common and very fallacious. The reasoner gains assent to a proposition, using words with their usual meaning, and then employing them in another sense, draws an unwarranted and fallacious conclusion. The state, as a state, has no religion, nor has it morals nor education. The school system, as an abstract idea, has neither morality nor education to give. Neither has the Roman Church, as such, in that sense of the word, any education to give, but it gives an education, nevertheless. How can the church teach astronomy, physics or calculus? Has the church, as a church, any or all of these on hand to give to others? It would seem to some persons that she should have given some of her knowledge to the Pope in the times of Galileo and Copernicus.

The reply to that reasoning is not difficult. The state does give and teach both religion and morals through its appointed officers and instructors. What is religion? The recognition of God as an object of worship, love and obedience. What is morality? Conformity to the rule of right, or to divine law in respect to duty. Since the foundation of our government "religion and morality," as Washington so well said, are regarded as "indispensable supports" of a free government. What does the Thanksgiving Proclamation, issued by the President of the United States, as well as those issued by the Governors of the several states, mean? The people are advised to meet in their several places of *worship*. What for? To render thanks to the *Divine Being*, who has conferred blessings upon them. Isn't that an official recognition of religion?

In regard to morality. Every aspirant to the position of public school teacher is required, by law, to satisfy the board of examiners that he is a person of good moral character, before he can be licensed to give instruction of any kind, and a dereliction in morals renders a revocation of the license obligatory. Moreover, in many, if not in most of the states, a violation of moral law by a teacher is accompanied by very severe penalties. In teachers' associations and teachers' institutes the question of moral instruction has always occupied a very prominent place; and public school officers and teachers have shown an earnest desire to promote morality. It need not be asserted that the enemies of public schools have endeavored to exclude moral instruction, and then to oppose the system as immoral, but some cases seem to indicate that to be true. It is not true that the public school system, as a department of the United States government, is godless, or irreligious, or immoral; and it is safe to take another step, and say that it is not true that the government and its school system are Christless. What does the *date* of every legal enactment of the legislative bodies of the United States and of every state of the United States signify? What is the meaning of the date attached to every proclamation of every public officer, attached to every writ or order issued by any court or officer? What is the meaning of 1891? Moreover, how does it happen that Christmas is a *legal holiday*, to be observed by the public schools? And who are officially appointed to act as chaplains for the legislative assemblies, and for the military schools, and for the army and the prisons? Men reputed to be Christians.

Now, we may admit that there is not as much of God and of Christ and of morality in the public schools as there *ought* to be, or as much as we hope *will* be, but we repeat that the charge that they are godless and irreligious cannot be sustained.

The claim of divine authority, on the part of the church, to teach all persons all things which are to be taught, is as groundless as are the charges made against the public school system. This claim is founded

on the command of Christ, as given in the 28th chapter of Matthew : "Go ye, therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost ; teaching them to observe *whatsoever I have commanded you*" (the italicism is mine). Notice, the command is not "teach all nations everything," but "*whatsoever I have commanded you.*" Those who claim divine authority to teach all persons all that is to be taught, *slide* from the *specific command*, to the common definition of the word "teach," and infer the authority to teach arithmetic, painting, music, embroidery, horticulture, horse-training, and all besides within the range of human knowledge. The "*whatsoever I have commanded you*" embraces none of these—it was not spoken with reference to them—and to employ the specific command to prove that the church, rather than the state, is to take charge of secular education, is a direct and palpable "logodgedally."

Neither the church nor its priests know all things; how, then, can they teach them? It is just as much a travesty for a priest to give such an interpretation to the Holy Scriptures as it is for an infidel to do so.

The claim of superior holiness on the part of the parochial teachers will not be admitted by those who have carefully observed the habits of both classes of instructors. This is saying nothing against the integrity, the qualifications, the earnestness, or devotion of parochial teachers. Equal integrity, qualifications, earnestness, and devotion are exhibited by public school teachers, and any man who seeks to weaken the confidence of the people in the instructors of public schools, does a great *wrong*—if, indeed, he does not commit a *heinous crime*. That, sometimes, unworthy persons secure positions as public school teachers is admitted ; that the same is true with regard to parochial schools will hardly be denied.

As to *priority of claim* regarding the right to give and to supervise secular education, the state can show as early a title as the church. "The powers that be are ordained of God." That statement was made in respect to the civil authority, and anteceded the Roman Church. It recognizes the necessity of civil government—of an

authority "commanding what is right and prohibiting what is wrong." "The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the established government." The state was organized long before the command, "Go, teach all nations, teaching them to observe all things whatsoever I have commanded you," was given to the apostles, and hence the state has the prior authority—"ordained of God."

But we may be assured that the parochial school men have a hard task before them when they undertake to prove to the American people that all a government can legitimately do, in the line of education, is to take care of the "waifs" and "out-casts" of society. The people believe that both education and morality are a necessity in a free government, and the educators of all classes and of all grades are earnestly laboring so to blend the two forces as to make a nation of honest and patriotic men and women.

SOME ESSENTIALS OF DISCIPLINE.

SEBASTIAN THOMAS.

Discipline in school means a great deal more than simply keeping order. It not only means an arrangement so nice and complete that everything has its most appropriate place, but true discipline must at all points manifest a controlling and a guiding genius, under whose influence everything is done, by both pupil and teacher, in the quietest, easiest, and best way. Emerson says there is a "best way" of boiling an egg; there must also be a "best way" of teaching school.

Good rules, wise counsel from those who have succeeded in the school-room, chiefly the wisdom that one can find in the great number of books that relate to teaching, may finally guide the young teacher into the highway of the "best way," but all the counsel, from Aristotle to Col. Parker, and all the wisdom found in books, cannot make a true disciplinarian of one not born with an intuitive taste for "best ways."

If we only had machines with which we could separate those to the school-room born from the rest of the great army of teachers, just as we have machines to separate the grain from the chaff, the educational millenium would come, and nothing could prevent its coming,—neither bad laws, indifferent legislators, nor incompetent school boards.

There are some teachers who have a best way of leaving home and going to the school-room, and a best way of greeting their pupils there. They are always bubbling over with good cheer, and heartiness of good wishes for success to everybody ;—not like the bubbling over of the fountain in the public square, whose murky ditch water is forced, by artificial power, through an iron pipe, to glitter a moment in the sunlight, then drop straight back again into its iron receptacle ; but like the spring at the foot of the hill, that wells up from the deep bosom of the earth, clear and sparkling like liquid diamonds,—in winter like a warm breath, and cool and refreshing in the summer, and as far as its clear streamlet winds through the meadow-land, the grass is greener, the flowers are richer and more abundant, while in its bosom lie the pebbles, washed white and clean, and above it the air is purer because of the same pure influence. Its ripples, like a never-ceasing laughter, provoke the birds into singing ; the robin and the meadow-lark meet their mates on its banks, to lay plans for the first new nest in the Spring ; to man and beast it is a never-failing boon of refreshment and of good health—the true symbol of God's everlasting good cheer to all his creatures. Let it serve you, my earnest young teacher, as one of God's books, in which you may read the best way, if you want your life to run out like a brook, in happiness and blessing to others.

“There are people who come in ever like a child with a piece of good news.” Every successful teacher belongs to this class. With them there is no sameness of manner, no drudgery in work, but each morning their strength of heart is renewed, and the day opens with new duties, new hopes, and with brighter prospects. The whole school at once is made to feel that to-day is different from all

other days, and all cheerfully pick up the burden of that day, and soon the work causes a glow in every heart. Each one is a willing worker, and cheerfully obeys the rules ; but rules in such a school with such a teacher are so vital a part of the spirit of the school that they do not seem to be rules, and one unacquainted with the secret of true discipline will go away thinking that anyone can teach such a school, where the children are so well behaved.

The chief essential of discipline must be sought for first in the disposition of the teacher. If that is unsound, if it is diseased by irritability and selfishness, if it lacks tenderness and sympathy, there is no remedy for it ; by no prescription in all the multitudinous volumes on methods of teaching can such a person be cured into a successful teacher.

This element is, in a sense, a compound of the best qualities of heart, mind, and body. The purer the heart, the greater one's power over the conduct of others, but the mind must also be strong and comprehensive. The teacher who does not know what to do next in an emergency can lay no claim to natural gifts in discipline. She will not have an orderly school, where learning thrives in a wholesome atmosphere, though she be as pure as an angel. The successful teacher must first win her victories in her head, before the matter comes to an issue in the school-room.

Children, though they often manifest strong impulses, rarely possess force enough to follow them persistently, doubt and fear intervening. This element of doubt in child-nature is of the greatest importance to the teacher. Were it otherwise, and the child followed its own impulses, as the duckling, just out of the shell, takes its own course to the brook, there would be an end of all education. It is this doubt, this element of helpless weakness, which God turns into a blessing, by making it an element of tractability, through which the child is easily molded.

The natural, unspoiled child is always ready to learn and to accept as right and proper anything it observes in others whom it regards as its superiors. It is this which

makes teaching such a delicate and responsible undertaking. Children, either good or bad, are the result of their handling. Their conduct and their habits are chiefly imitations of their superiors.

There is no need, at this point, to pause and discuss the question of inherited tendencies, and conclude that it is useless to try to discipline a child into right habits and proper manners, when it has freighted barks of villainy coursing through its veins, set afloat ages ago. In a scientific work on education, it may be necessary to devote a chapter or two to inherited tendencies. It is a factor not to be ignored in the education of children. But whatever may be claimed by modern science, or maintained by mediæval theology, it will, nevertheless, remain true that never yet has a little child come under the care of a true teacher, predestined to irreclaimable wickedness. If you wash the face of the child of a cannibal with warm water and soap, and comb his hair with a gutta pèrcha comb every morning, you have in so far removed the child from cannibalism, and set his feet into the path that leads to the highway of Christian civilization. In many a school, a basin, a cake of soap, a clean towel, a looking-glass, and a good comb would be much better preservers of peace, decency, and respect, than a rod under the teacher's arm, and a fresh supply of them in the corner nearest his desk.

The physical constitution of a teacher,—good health, proper height, to lend dignity and respect, regular and pleasant features, are very desirable, and may pass for more value than great learning. A cheerful face goes a great ways ; it has always a merry heart back of it. A merry heart is to be preferred to great wisdom ; for Solomon, though he had the satisfaction of being the wisest man in the world, in his old age came to the conclusion that wisdom and happiness do not always keep pace through life, but a merry heart has a continual feast.

Good outward appearance, backed by corresponding inward character, are sureties of success in almost any calling. A man may teach a good school and be a good person, though he have but one arm or one leg ; but no

one with deformed features ought to be intrusted with the training of children. Such a person has no more claim upon school teaching, than a blind man has upon running an express train. In the few square inches of the human face can be traced in clear outlines the map of the territory over which the owner of the face is the supreme ruler. The teacher's face should be so expressive of ability and real goodness that it almost compels pupils to forget all else save the face. A vision is impressed upon them ; from this vision the little child will construct its future ideals. With many children, their guardian angel wears the teacher's face.

The eyes, too, though a part of the features, are of such importance in school discipline that they need special mention. Many teachers fail to command respect because the eye is not deep enough to assert its authority in silence and with a dignity that provokes no appeal. The command of the eye is perhaps the last to develop. It comes only with experience, when modesty, often the best sign of inner worth, ceases to make the young teacher embarrassed and awkward in the presence of her pupils. But some will never acquire the power of the eye because of a defect in their spiritual constitution. Emerson has these in mind when he says, "The reason men do not obey us is because they see the mind at the bottom of our eyes." Such eyes always look out of shallow souls. Whatever the eye can do in the school-room is always better done than if done by the voice. The child corrected by the eye is more effectively corrected, because it is done without bringing the misdemeanor to the notice of the rest of the pupils. It is common to human nature to dislike with a defiant spirit all those methods of correction that parade our misdemeanors before the public, for no one falls so low in the scale of wickedness but in his heart he wishes to be better. It is for this that the more private the reproof the more wholesome will be the effect. Many teachers ignorantly believe that their government is more effective when they correct misdemeanors before the whole school. It tends to overawe the "bad boy," they think. It is a very sad mistake. The "bad boy" is overawed more

easily when he is kept in profound mystery about matters of discipline. And he is more easily made a good and obedient boy when he and his conscience are the only witnesses to the infliction of merited punishment.

In discipline, then, chiefest of all, never make known before the school what can as well be done in private. Never speak, nor make a motion with the hand when the eye is sufficient. The still small voice is more effective than whirlwinds and earthquakes.

SCHOOL INSPECTOR'S CATECHISM.

The following little directory was prepared by an English school inspector, for his own guidance in the work of supervision. It contains many good hints for teachers as well as supervisors.

1. Are the children honest under examination, or is there the constant change of posture, or the shifty eye that means there is the inclination and tendency to copy, is there a constantly recurring similarity of errors not easily to be explained in the papers of children sitting near one another, and are there the unmistakable cases of copying which a careful comparison of papers reveals?

2. Are the children neat and clean in person though poor in dress? Are the premises and apparatus well cleaned and dusted? Are books and slates carefully cleaned and put away in their right places? Is there a place for everything and everything in its place? Are the yards in proper order, or made a receptacle for every kind of dirty scrap that gathers about the school? Above all, are the offices sweet and clean, are the children taught to use them properly, and is every kind of writing on them not only strictly forbidden but carefully prevented?

3. Are the children respectful in manner to teachers and others their official superiors, or is there that defiant tone and bearing which says plainly, "I would be impudent if I dared," and which often means that the idea of all authority has been made so repulsive to them that

on leaving school they will be glad to rebel against any authority if they can, or are they early taught the lesson that we must all, from the highest to the lowest, be subordinate to some power, and that politeness and consideration in small things is the surest sign of a manly self-respect?

4. Are they carefully supervised in the play-ground and in their games? Are there signs that the boys are taught to be considerate, and to give way to the girls, the bigger children to the little ones? Is the dismissal a rough scramble in which the sturdier come off victorious, while the smaller ones and the delicate are left helplessly crying over trampled dirtied garments? or is it made (as I know it may be, and very often is) a very real and practical lesson in unselfishness and consideration? Are the boys in a mixed school so placed in the desks, and so watched, especially at changing classes, that any improper habit or undue personal contact with the girls is impossible, and for that reason unthought of? Are the boys trained in all the little courtesies which every man, in however humble a station, should pay to every woman?

5. Are the teachers, where moral faults exist, prompt in detecting and skilful in correcting them, or are they unconscious of, or indifferent to, their existence? I have often, while engaged in another part of the room, observed whispering, talking, inattention, or even copying, going on right under the nose of a teacher, who seems to be quite unconscious of these defects, until I come myself to point them out; and such a teacher often convicts himself out of his own mouth of indifference to what he considers and often calls "these trifles."

6. Are the children cheerful, readily attentive, eager to the best of their little ability to do their duty? Are they taught by example, and not by precept, only to do as much as they can, and not as little as they must? Are they diligent in their work? or do they loiter about in a listless, aimless fashion, and does the inspector constantly have to say, "children, get on with your work," "don't waste time," etc.? Do they require to be told over and over again, or are they evidently taught that it is their

duty to attend to their teacher, and not the teacher's business to shout to make them hear? Some teachers, in dictation, etc., take their time from the slowest in the class, instead of making the class conform to their idea of what a reasonable time for any task is, and thus encourage the lazy to be lazier, and the inattentive to be more inattentive, and allow the unsatisfactory children, as it were, "to set the stroke."

7. Are the children taught a smart and erect bearing, or are they allowed to loll about in class, and indulge in lazy, loutish, and physically undesirable habits? Are the books dogs-eared and dirty, and the clothes lying in disorder in the lobby, or are the children taught thrift in books, apparatus, clothes, and, *therefore*, in other things, by orderly arrangement in these matters?

8. Are the children taught to be self-reliant, or are they so hemmed in by little rules and dodges, intended to secure a pass, that it is almost true of some that they can do a sum in one part of the room and not in another, or on one kind of paper and not on another? The habit of whispering in class, though begun, as a rule, with no dishonest intent, often leads to a want of diligence, attention honesty, and self-reliance which is very plainly evident, as hardly any will answer unless the two or three brightest children start a whisper.

9. Are the children present and ready when the inspector comes, or do they come in late, even on inspection day? or do they absent themselves in the afternoon when told to come back?

It is often forgotten that a good result in an examination cannot be produced without a certain degree of order, attention, obedience, diligence, and self-reliance, which, though not the highest, are at any rate, high moral qualities; and that where children know their work, the temptation to dishonesty and copying, and, therefore, the bad habits themselves, do not exist.

Study which leaves the manhood narrow and contracted, and fills the mind only as gold fills a miner's purse, is not worth the effort required.

HISTORY MADE INTERESTING.*

BY SUPT. HORACE A. STOKES, GRANVILLE, O.

To a body of teachers nothing need be said as to the importance of historical study. It is not necessary to impress upon your minds the old truth that "history is philosophy teaching by example;" or to say, with Lord Chesterfield, that "the utility of history consists principally in the examples it gives us of the virtue and vices of those who have gone before us; upon which we ought to make the proper observations." Feeling sure of your interest in this branch of school study, I proceed at once to the subject in hand.

Page, in his "Theory and Practice of Teaching," informs us that history, geography, and literature are the modern culture trivium, and that they should go hand in hand. None of us hesitate for a moment in giving assent to this statement. I hope I am safe in saying that no teacher attempts to teach history without frequent reference to the map. Constant study of the map in connection with the history lesson brings the facts more vividly before the mind of the pupil, and gives him a definiteness of knowledge that cannot be otherwise obtained. But surely we need not dwell upon this point, so well known to all teachers.

Let us now see how literature can be made the hand-maiden of history. Most schools place United States History in the seventh or eighth school year, with perhaps a review in the high school. The text-book placed in the hands of a pupil of thirteen or fourteen must necessarily be "boiled down," until it gives the mere outlines, and those often in an uninteresting way. How, then, can we give life to these dry bones of facts? Let the teacher call to his help the great ones of the land. Let him go into the store-house of literature, and summon the Irvings, and the Bryants, and the Longfellow to bear a part of his burden.

After having followed the Puritans across the Atlantic in the Mayflower, do you not think that an interest

*Read before the Licking County Teachers' Association, January 17.

could be aroused in the events of that Christmas-tide of 1620, by having read Mrs. Hemans's "Landing of the Pilgrims"? After this, several days might profitably be spent in the study of Puritan manners and customs, as portrayed in the "Courtship of Miles Standish." The story of the great captain's love affair will be listened to with pleasure by the class, and, in the hands of the earnest teacher, may be the means of giving the pupils a good picture of the sturdy settlers of New England.

Let also "Evangeline" tell the story of Acadia's wrongs, and the cruelty of the English conqueror. "Paul Revere's Ride" will arouse at least the boys of the class again to drive the British back to Boston from Concord and Lexington.

Irving abounds in gems that might be found and appropriately used by the teacher. Longfellow's "Building of the Ship;" speeches from Patrick Henry, Clay, Webster; "The Star Spangled Banner," sung in connection with the story of the repulse of the British at Fort Henry—but why give a further list? Each of you is now thinking of selections that might aid in making United States history a live subject.

Two years ago, I explained this plan to the teacher in the eighth year of the school of which I had charge. The carrying out of the plan in detail was, of course, left to her judgment. I watched her unfolding of the plan with interest, and often dropped in to the recitations. It was in the following manner that she conducted the lesson on the Declaration of Independence:

Three days were devoted to the subject. On the first day, she drew from the class the historical events connected with the signing of the great Declaration, and dwelt on the names of some of its more prominent signers. The second day she had the Declaration read by the class. On the third day she opened the recitation by reading from a larger history an account of the joy felt by the colonists on hearing the news, of the bon-fires, and the processions, and the ringing of bells. Then, by a pre-arrangement, one of the brightest pupils in the class stepped out in front and recited "Independence Bell."

"There was tumult in the city,
In that quaint old Quaker town ;
And the streets were rife with people,
Pacing restless up and down—
People gathering at the corners,
Where they whispered each to each,
And the sweat stood on their temples,
With the earnestness of speech."

The school then stood and sang "My Country, 'Tis of Thee," and the lesson closed. The solitary visitor, who had come with critical eyes to pass upon that recitation, forgot his judicial ermine, and, for the first, last, and only time in his life, felt like then and there making a good old-fashioned Fourth-of-July speech.

In taking up history in this manner, a good school library becomes a necessity. Fortunate the school having such a library.

Let us pass to another topic : "How might reviews be made instructive and interesting?" In other words, "How can we make reviews something else than a process of cramming for examination?" The following plan I have seen successfully followed :

In the school to which reference has been made, United States history is studied in the seventh and Eighth school years ; but that portion of the eighth year after the Christmas holidays is given to a general review, not for examination, but to give the pupil a connected view of the whole field. I shall briefly sketch the line of work :

First is taken up the separate history of each colony, from the time of its settlement to the Revolution.

In the second place, the history of our country from the Revolution to the present time is then grouped around leading events, such as "The Revolution," "The Framing of the Constitution," "The Admission of Ohio," "The War of '12," etc.

After this general sketch, special review topics are taken up perhaps in this order :

WARS : the causes ; the leading battles and events ; the results. Let me illustrate : Take Queen Anne's War (1702-1713). It is known in European history as the "War of the Spanish Succession," and was caused by the action

of Louis XIV, in placing on the Spanish throne his grandson, Philip of Anjou, and in recognizing as king of England the Stuart Pretender. England declared war against France and Spain, the colonists, of course, falling into line. After discussing the events of the war, the class is directed to the results. Nova Scotia, Labrador, Newfoundland and Hudson Bay were ceded to England.

Closely following Wars, and in part connected with them, comes the topic TREATIES, under the two divisions, Causes, Provisions.

As a third special topic might come CONSTITUTIONS. Why should not every pupil at least read the constitutions of our Nation and State? I am afraid most of our pupils are like the girl who, when asked the question, "What is the Constitution?" answered, "That part of the history which no one reads." (Does that apply to any of our teachers?)

The Athenian boys had to learn by heart the laws of Solon, the Roman youth memorized the Twelve Tables; why should our American boys grow to manhood ignorant of the fundamental laws of our country and commonwealth? Do we teachers do our whole duty in this regard? Does there not rest on us some of the responsibility of training our boys to a better knowledge of their civil and political rights? Aye, and the girls, too; for who knows but the girl of to-day may be a voter to-morrow?

Under this topic should come the Declaration of Independence, the Articles of Confederation, and the Ordinance of 1787, so important to us who live within the bounds of the old Northwest Territory.

LEGISLATIVE BODIES logically follows the topic, Constitutions. Beginning with the House of Burgesses, of Virginia, the first representative body in America, we come down to our own Congress and General Assembly. The daily papers might here be brought into requisition, and an interest excited in the proceedings of our law-making bodies.

SLAVERY is a never-failing topic of interest, and its history is so interwoven with the history of our country

as to explain many of the perplexing questions of the last century. Here is a brief, but by no means exhaustive division of the topic :

1. Its introduction in 1619.
2. Exclusion from Georgia under Oglethorpe.
3. Clauses in the Constitution regarding it.
4. Its exclusion from the Northwest Territory.
5. Prohibition of slave trade in 1808.
6. Missouri Compromise, 1820.
7. Wilmot Proviso, 1846.
8. Omnibus Bill, 1850.
9. Kansas-Nebraska Bill, 1854.
10. John Brown in Kansas and at Harper's Ferry.
11. The Emancipation Proclamation, and 13th, 14th, and 15th Amendments.

Here are some other special topics :

1. History of Political Parties.
2. Organization and Growth of Postal Service.
3. The Fisheries Question.
4. History of the Tariff Controversy.

Now, I need not laboriously try to show that such a plan for history study would increase the interest and so establish the facts more firmly in the minds of the class. The intellectual effects of a course of reading supplemental to United States history, the taste for good reading thus given to the children, must commend the plan to teachers.

What we want to do is not so much to load their minds with a certain quantity of facts, but to reach their intellect and will by first rousing their interest with appeals to their love of the beautiful and elevating in literature.

Interest, attention, stimulation of thought, right judgment—these are the processes in their order, which we must watch and direct in the child intrusted to our care ; and his life will bless our labors. To this end we must work in our teaching of history. Arouse interest and attention by an attractive presentation of the facts ; stimulate thought and judgment upon the actions of the great men of our country ; deepen these right impressions by thoughts from our Longfellow, our Bryant, our

Whittier, our Irving ; and when, by our labor, we have incited the child to higher ideals and nobler deeds, his educated abilities, his fully rounded life will be our recompense, and the gain will be our country's.

THE TEACHER AND THE SCHOOL.—VI.

BY THE EDITOR.

UNSECTARIAN BUT RELIGIOUS.

The January number of *Education* contains a thoughtful article from the pen of Dr. Mayo, on the present state of society, and especially the educational outlook, in the South. In it occurs this passage:

"What the children of the South need, beyond all things, what they must have as their most valuable outfit for their coming life, is the training of the American common school,—the most original and valuable contribution of the American people to the world,—a school supported and supervised by the whole people, unsectarian in matters ecclesiastical and theological, but moral and religious through its whole organization, discipline, course of study and the character of the teacher, and industrial in the sense that it wakes up, trains and informs the mind and character which handle all the tools and do all the work."

I have quoted this passage for the purpose of calling particular attention to Dr. Mayo's characterization of the American common school as *unsectarian in matters ecclesiastical and theological, but moral and religious through its whole organization, discipline, course of study and the character of the teacher*. This is in exact accord with the main thought of my last article, and it is correct. The American common school, in its main drift and tendency, as it has existed for more than two hundred years, is moral and religious, yet unsectarian; and it should ever continue so. It cannot survive otherwise.

Much of the mist surrounding this question arises from failure to discriminate between ecclesiasticism and religion. The former is often most irreligious. Religion is not a synonym for sect, and dogma, and theological

hair-splitting. The discords, intolerance, and bitterness of ecclesiastical sects are not religion, but the death-throes of the old irreligion in the human heart. True religion is "duty to God and our neighbor, an acknowledgement of God as our Creator, with a feeling of reverence and love, and consequent duty and obedience to Him; duty to God and his creatures." It is the voice of God speaking to the hearts of men, calling them upward; and who shall say that all the youth of our schools may not be taught to recognize that voice, and give heed to its invitations and warnings?

An unwarranted distinction is sometimes made between moral and religious instruction. A paper was read before the State Teachers' Association of Illinois, at its recent meeting in holidays, the main purpose of which was to establish the distinction between morals and religion, and to show that the school has to do with the former and not with the latter. This is not new. Many have tried thus to escape duty and appease conscience.

We are told on very high authority that the whole law is comprehended in two great commandments. The first and greatest contains our duty to God, and the second is like unto it and contains our duty to our fellow-man. These form a complete system of morals, and no system is complete without either—surely not without the greater. The wise man includes the less in the greater when he says that to fear God and keep his commandments is the *whole duty* of man.

I would not give much for the moral character of a man who has never been taught to know and acknowledge his obligation to God. The great central truth in any effective system of moral instruction is supreme regard for God in all things, and this is religion. The attempt to divorce religion and morals in the training of youth seems like the merest sophistry and evasion—an effort to put asunder what God has joined together. Horace Mann had the right view. He maintained that "the domain of education extends over the three-fold nature of man; over his body, training it by the systematic and intelligent observance of those benign laws

which secure health, impart strength, and prolong life; over his intellect, invigorating the mind, replenishing it with knowledge, and cultivating all those tastes which are allied to virtue; *and over his moral and religious susceptibilities also*, dethroning selfishness, enthroning conscience, leading the affections outward in good will toward men, and upward in gratitude and reverence toward God." The welfare of individuals, and the purity, prosperity, and permanence of society, imperatively demand the cultivation of all those susceptibilities of our nature whose proper development tends to range the will on the side of God and right. If we, as a people, are to enjoy the blessedness of a "nation whose God is the Lord," we must teach the fear of God in our schools.

It is sometimes objected that diversity of opinion exists among men in matters of religion, and because of this, religious instruction should have no place in common schools. There are also wide differences of opinion among men on scientific subjects. In geology alone, more than eighty different theories have been held by scientific men of the present century. Shall scientific instruction be excluded from the schools? There are diversities among men in regard to the administration of government, and even in regard to the principles on which government is founded. Shall we forbear to administer government? Because all do not belong to the same political party, must teachers be restrained from giving such instruction in the principles of government as would tend to fit his pupils for good citizenship? The true position was well stated by Dr. Pickard, in one of his Chicago school reports, as follows: "Sectarianism and partisanship have no place appropriate for them in any institution under governmental support and control; but for patriotism and *pure religion* an appropriate place is found in every institution controlled and supported by government."

No false claim of the rights of conscience should be permitted to interfere with this most important part of the work of public instruction. The very first right of conscience, that upon which true liberty of conscience depends, is the right to be enlightened. Strange that to

instruct and enlighten the conscience, and teach men to obey its dictates, should be deemed a violation of the rights of conscience! And what if the teacher, in the discharge of his highest duty, should run counter to the blunted moral sense of some people? Would not the exclusion of God and religion from the schools do violence to the highest and best moral sense in every community of this land? How are the rights of conscience regarded in other matters? Do we permit private conscience to interfere with public good? Do we feel bound to respect the Mormon conscience? In the dark days of our civil war, did we regard the slaveholder's conscience, or his claim of the right of property in his fellow-man? Do we deny to the state the right of self-preservation, because some of her citizens are conscientiously opposed to bearing arms in her defense? Much less should we deny to her the right of self-preservation by securing the integrity as well as the intelligence of her citizens.

It is maintained by some that religious instruction belongs to the family and the church, and not to the school. To this it is a sufficient answer to say that it would leave a large part of the youth of the land without any moral or religious training. No other part of the work of instruction is so essential to the welfare of the state as that which tends to secure purity and virtue in the lives of her citizens. Multitudes of children are reared in godless homes, few of whom ever come under the influence of church or Sunday-school. The public school is the only place where moral and religious influence can be brought to bear on the great majority of those whose homes are devoid of it; and no other instrumentality is capable of producing such definite results in this direction.

The following words of Dr. E. E. White, on this important subject, uttered nearly twenty years ago, are still pertinent: "Religious instruction is necessary to give efficiency to moral training. To give such efficiency is clearly the purpose of religious instruction in public schools. It is a means to efficient moral training, and the end should, of course, determine its nature and

extent. As a means of moral training the use of religious motives and sanctions is far more important than direct religious instruction. What is needed is so to quicken and support the conscience that it shall be authoritative and regal. It is not enough that the child be taught what is wrong. He must fear to do the wrong. What are called natural motives are insufficient to produce this ever-controlling fear of wrong-doing. They have always failed to do it, and, so long as man has a religious nature, they always will fail. Religious motives and sanctions give the conscience its authority the world over, and where they are wanting the conscience is weak and unheeded. We might as well attempt to raise a crop of corn by spreading a tent over the field to shut out the direct rays of the sun, as to attempt to train children morally by excluding that vitalizing and authoritative influence which descends from the Great Source of moral truth and life. The efficient teacher of morality must recognize God as the supreme authority in human conduct. He must teach and use man's accountability to God; man's duty to love and obey God, and God's omniscience and omnipresence. It is the fear of God that can make moral instruction efficient. The child must be taught to say, when tempted, 'Thou God seest me.' These and other like religious truths and sanctions are as unsectarian as morality itself, and they can never be generally excluded from the public schools without destroying the system. The Christian people of this country are wise enough to protect public education from the two extreme parties that now assail it. It will neither be made sectarian nor godless."

This subject is one of transcendent interest and importance. No graver responsibility rests upon any class of our citizens than now rests upon the teachers, for the right moral training of the youth of the land. Upon this, in large measure, depend the prosperity and permanence of our free institutions. The hope of the country is in the intelligence and integrity of her people. The declaration that "religion, morality and knowledge are essential to good government," coupled with the

requirement that "schools and the means of education shall forever be encouraged," constitutes the chief corner stone of the Republic. It behooves all good citizens to cherish our free school system—to protect it, on the one hand from the blighting influence of godlessness, and, on the other hand, from the unhallowed touch of sect or party.

(Continued.)

PRIMARY DEPARTMENT.

IN PERPLEXITY.

DEAR EDITOR :—I have been wondering whether you could not obtain for the MONTHLY a series of sketches of temperance physiology lessons from some model teacher. I have been blundering along at them till I feel quite discouraged, and I wish I might see some model lessons as actually given to a D primary class.

It seems to me a most difficult thing to observe the law conscientiously, and yet not violate my conscience in disturbing or destroying that confidence which every little child has in its parents. Remember that I am speaking only of the babies, the D primary.

If there is one thing above others that I have tried to do, it is to have the child feel that I stand with his parents, and that we are working together to bring him along in the paths of truth and honesty and virtue. If the parent is as a god to the child, so, very often, is his first teacher. You know how that often the parent is willing to yield the teacher supremacy and say, "You can do more with him than I can. He thinks everything you say is gospel truth." It is a most pitiful thing and a most deeply solemn thing to hear, but you know every primary teacher will verify it from her own experience.

The thought of this exalted position in which the little one places his teacher is certainly one of the most humbling and well-nigh crushing things we have to bear.

We all agree that in these days there is none too much of parental reverence, and I have tried, whenever any

opportunity presented itself, to broaden and deepen such reverence as was to be found. Upon points where I felt that I could not agree with the parent, I have tried, as far as possible, to keep a discreet silence.

I need not expand this thought further. You will readily see that when the temperance lessons became obligatory I was somewhat at a loss to harmonize my theory with what must be my practice.

Many of our children come from homes where alcoholic drinks are used and sold, and these are the very ones we want most to reach. Yet it seems to me a serious thing that the new-comer shall be taught the very first week he is in school, that his father is doing wrong, and he must not do as his father does. Avoid all personalities as carefully as we may, and yet the little folks will make their own applications. On the other hand, if we shoot over their heads with abstractions it is not faithfully carrying out the spirit of the law.

To me it would seem wiser to leave the alcohol question till the second year. To cultivate in the first year a strong pride in a healthy, cleanly body, and teach the positive means of securing it, would form a good basis for beginning the "Thou shalt not," which is to run through all the after school life.

I am quite well aware of the things, many and pertinent, to be said on the other side. But I do not suppose my position is a solitary one. There must be many others in much the same perplexity. I realize that the outcome of this temperance teaching lies wholly in the hands of the teachers. I most earnestly desire to obey the spirit of the law. I have been hoping for some time that the MONTHLY would give us some help along this new line. As it has not yet done so, I venture to beg for it. The text-books are helpful, but only to a limited extent for the six-year-olds.

Much of what I have said has, of course, no application to the older pupils.

Sincerely yours,

The above is from an excellent primary teacher in one of our large cities. We are glad to receive this kind of prompting, and

shall endeavor to profit by it. As evidence of our sincere repentance, we call upon Miss Torrence, Miss Sinclair, Miss Taylor, Miss Macready, Mrs. Harris, Mrs. Plum, Mrs. Lake, and any others whom the spirit moves, to come to our help. What have you to say, ladies? We will enlarge the Primary Department for next month, and give you entire charge.—EDITOR.

FIRST LESSONS IN NUMBER.

BY SUPT. WILL S. MONROE, PASADENA, CAL.

(From Pacific Educational Journal.)

There are four steps in number development. First treat the numbers as a whole. If you were teaching botany to a class of little ones, your first lesson would be on the plant as a whole. You should employ the same method in teaching number. Ascertain the child's knowledge of number and begin your teaching where that knowledge ends. With children not trained in good Kindergartens, it rarely goes beyond four. They may know something about numbers above four and may be able to count up into the hundreds, but ability to count does not signify a knowledge of number.

After the number as a whole has been developed by means of objects, the second step is the analysis of the number. What facts does the number contain? Discover those facts. Here is the number five; it has been developed as a whole. The children readily recognize five; they can select five objects and always know just how many are required to make five. They may now discover the facts in five; five ones in five, one five in five, four and one in five, three and two in five, etc. They should not only make the combinations but the separations as well.

The third step in number development is the drill upon the facts discovered. This is an essential but an oft-neglected part of the work. Unless the facts are clinched and made the mental property of the children, their development and discovery avail little. There must be drill in number work and this drill must accompany the development of the numbers. If it is thorough, that

tedious task of "learning the multiplication tables," a stage of the work upon which so much time and patience and punishment are now bestowed, will be eliminated from the intermediate grades.

The fourth step in number work is comparison. The numbers that are studied should always be compared with the known numbers. Five, for instance, should be compared with four, three, two and one. Comparison is an essential phase of all training to think. A large part of every exercise should be comparison; fixing standards in the mind about which all our knowledge may cluster. Comparison always leads to some definite notions, and these definite notions become to the thinker what meridians are to the geographer.

How much number work may be compassed the first year? It is the experience of the best teachers of the country, that ten should be the limit of the first year's work. If the numbers up to ten have been thoroughly developed by means of objects, and not with figures, the after-work may proceed with greater speed. I would teach no figures until ten was taught. In reading we teach words, the ideas of which are already in the mind. Figures, like words, are symbols of ideas, and these symbols should not be taught until the ideas have been developed by means of objects. Number work during the first year should not be a game with figures, but the development of number concepts. There comes a time, to be sure, when the thinking must be done by means of figures, but that time does not come until the primary concepts of number have been developed.

NOTES AND QUERIES.

NO MAN'S LAND.

I have long believed that "No Man's Land" belonged to Texas; and that Texas, desiring to be admitted as a slave state, fixed her present boundary accordingly. The northern boundary of Texas is on the parallel fixed by the Missouri Compromise.

The subject was discussed a few months ago, but not to my satisfaction.

Will some one that *knows* tell me how it was left out of the states and territories? W. H. GRADY.

IS IT MAMMA, OR MAMA?

Superintendent Treudley, of Youngstown, sends the following, clipped from the *Sunday School Times*, with the note accompanying:

The spelling-class is always on the alert, ready with its questions, and with its challenges to the teacher. This time it is a member from Tennessee, who rises to ask:

Upon what authority does the *Sunday School Times* adopt the spelling "mama" instead of "mamma?"

There is no lack of authority for "mama" in preference to "mamma." Skeat, who is one of the highest authorities in English etymology, says: "The spelling 'mamma' is doubtless pedantic;...it should rather be 'mama,' as it is merely a repetition of 'ma,' an infantile syllable." He also says that "mamma" is "seldom found in books, except of late years." It is true that the earlier editions of Webster and Worcester gave "mamma" and not "mama;" but later dictionaries, like the Century, Stormonth, the Imperial, and the new Webster's International, all give preference or sanction to "mama;" and so far they are in agreement with The *Sunday School Times*.

This slip did me much good. I always have revolted in my soul at the pedantic effort of teachers to get children to say mam ma'. It is not natural. On the contrary, it is entirely unnatural. I would not care about it so much, were it not necessarily in such frequent use in our children's text-books. I thought it would greatly interest our teachers, as it did me, and hence I send it to you.

QUERY 191 AGAIN.

By request, I offer the following reply to query No. 191, in the January number of the MONTHLY: I notice that some, in the February number, differ from me very materially in interpreting the two expressions. By consulting Webster's International Dictionary—the latest edition of Webster's Unabridged—I find the word "inclusive" comprehends the stated limits or extremes;

as, from Monday to Saturday *inclusive*, that is, taking in both Monday and Saturday. Hence, the "1st—3rd month inclusive" means that the first and third months are included in the series.

The dash, when used to take the place of omitted terms of a series, stands for those terms only; therefore, the extreme terms certainly can not be understood to be included, unless some word or expression is used to indicate their inclusion. Let us adduce a few examples:—Mark IV, 3rd—20th, the year 1880—1888, 1st—4th stanza. When the ellipsis in these expressions is supplied, they will read Mark IV, *from the 3rd to the 20th verse; from the year 1880 to the year 1888; from the 1st to the 4th stanza*. From these examples it is plain to be seen that the extreme terms are not to be included, when the dash is used alone. Therefore, the 1st—4th month means that the 2nd and 3rd months in the series are the only ones to be taken into consideration.

J. D. ALEXANDER.

West Cairo, Ohio.

QUERIES ANSWERED.

Q. 202.—"Honest friendship with all nations, entangling alliances with none," is from one of Jefferson's inaugural addresses.

W. A. WEYGANDT.

Jefferson's fifteen-minute inaugural address of 1801 contained the following sentence: "Equal and exact justice to all men, of whatever state or persuasion, religious or political; peace, commerce and honest friendship with all nations, entangling alliances with none."

F. J. BECK.

Q. 203.—The Virginia resolutions, written by James Madison, declared that the Constitution was a compact by which the States had surrendered only a limited portion of their powers; that the Alien and Sedition Laws were a usurpation by the Federal Government of powers not granted to it; that the State of Virginia solemnly declared those laws unconstitutional, and appealed to the other states to join in that declaration; and that her governor should be instructed to send copies of these resolutions to the governors of other states to be laid before their legislatures.

The Kentucky Resolutions, written by Jefferson, were to same general effect as those of Virginia, but with the declaration that the States were one party to the compact, and the Federal Government was the other, and that each party must be the judge of infractions of the agreement, and of the mode and measure of redress.

E. C. HEDRICK.

Answers of same import by W. H. Grady, W. A. Weygandt, F. J. Beck, Bernard Quinn, J. S. Beck, and H. C. R.

Q. 204—"Noblest Roman of them all." This phrase occurs in Shakespeare's *Julius Cæsar*, and is applied to Brutus. Allen G. Thurman is sometimes so called, but usually in the contracted form, "Old Roman," because of the straight-forward, unswerving, and statesmanlike course he pursued while in the Senate of the United States.

F. J. BECK.

"In 1839 I strolled into the Senate at Washington, and saw all the blue swallow tail and brass button Senators taking snuff. There was a pound box of snuff at each end of the Clerk's desk. They were great snuffers in those days, and all the Senators used bandana handkerchiefs. Well, as every man must have a vice, I took to snuff, and got to be as big a snuffer as any of them, when I entered Congress in 1864. My bandana was no larger than anybody else's, but it interested a bright newspaper man, and he continually referred to it. The gentle spirits only know why I am called the noblest 'Roman of them all.'" — *Thurman*.

J. H. SHRIBER.

Q. 205—Madison, Monroe, and J. Q. Adams had each served as Secretary of State, under the administration preceding their election to the presidency. Clay was Secretary of State under J. Q. Adams; hence he was said to be "in the succession."

J. B. BOWMAN.

H. C. R. answers this query in nearly the same words.

Q. 206.—*Mistress's, Mistresses'*. It is rarely, if ever, used in the possessive case.

J. H. SHRIBER.

Q. 207.—I know of no instance where a copulative verb becomes transitive. However, a transitive verb, passive voice, may be the copula. All cases of the factitive predicate, by Whitney, or the attributive object, by Swinton, become the predicate when verb is changed to passive

voice. Ex.: They chose him speaker. Speaker is factitive predicate. He was chosen speaker. Speaker is nominative predicate, and "was chosen" is used as a copula.

J. S. BECK.

All such transitive verbs in the passive voice as *is called, is named, is styled, is opposed, is constituted, is reckoned*, and others, perform the office of copula, and are hence called copulative verbs.

F. J. BECK.

To the same effect, J. H. Shriber and A. G. H.

Q. 208.—An adverb sometimes modifies a preposition ; as, He sailed *nearly round* the globe. See Bullion, page 249.

J. H. SHRIBER.

Some authorities consider that the abverb modifies the preposition in such phrases as "just over the hill," "entirely around the house." Harvey favors the idea that the abverb modifies the prepositional phrase. A. G. H.

Yes, an adverb may limit a preposition. He lives just over the river. Harvey says "just" limits the phrase "over the river." I prefer to make it limit the prep. "over." In the sentence, He came from far beyond the river, by Harvey, "far" would limit the phrase "beyond river." But the phrase "beyond river" is the object of the preposition from, and hence must fill the office of a noun. Then if far limits the entire phrase, it must be an adjective. I prefer to call far an abverb, modifying the prep. beyond. If I am in error in this sentence, will some one please to point it out?

J. S. BECK.

Q. 209.—Granting that the par value of a share is \$100, at the first price, the cost of one share is \$110, at the second price, cost is \$88. 8 percent of \$110=\$8.80, income on one share. $\$8.80 \div \$88 = .10$, hence 10 percent is the rate of income when the stock is bought at 12 percent discount.

E. F. KORNES.

With this agree J. H. Shriber, W. H. Grady, A. G. H., H. C. R., J. F. D., W. H. Crecraft, J. B. Bowman, J. M., U. F. Houriet, E. C. Hedrick, J. W. Jones, J. S. Beck, F. F. M., Bernard Quinn, F. J. Beck, and S. L. Turnipseed.

Q. 210—A has $\frac{5}{11}$ of the wheat and B $\frac{1}{11}$ of it, but A's wheat is $\frac{2}{3}$ as good as B's. $\frac{2}{3}$ of $\frac{5}{11} = \frac{10}{33}$; $\frac{1}{11}$ of \$150=\$81 $\frac{2}{11}$, A's share; and $\frac{1}{11}$ of \$150=\$68 $\frac{2}{11}$, B's share. F. J. BECK.

Look at it again. Lapsus calami? vel lapsus mentis?

Let 100 percent=price of a bushel of B's wheat, then 120 percent=value of a bushel of A's wheat. Now, 50 bushels at 120=60 bushels at 100; and the \$150 should be shared equally, each receiving \$75. J. W. JONES.

J. S. Beck, F. F. M., A. G. H., W. H. Grady, J. H. Shriber, E. F. Korn, H. C. R., Bernard Quinn, J. F. D., U. F. Houriet, J. M., J. B. Bowman, and W. H. Crecraft agree with Mr. Jones.

QUERIES.

Contributions for this department should reach the editor before the 20th of the month.

Write on but one side of the paper and write plainly.

Attach signature to each query and each answer to a query, and leave sufficient space between items for clipping apart.—ED.

211. What has become of the accomplices of Wilkes Booth who were sent to the Dry Tortugas? F. J. B.

212. Name several events in history which seem providential? F. J. B.

213. By what authority do institutions of learning confer degrees, as, A. M., LL. D., etc., and what do they imply? I. C. G.

214. Are *declension* and *conjugation* properties of the parts of speech to which they are respectively applied? J. B. M.

215. He *used to go* there. Diagram and dispose of words in italics. Miss T. A. K.

216. May a noun take the possessive case by apposition? Give examples. W. B. R.

217. He knows better than *to go*. Man is born to live as well as *die*. Dispose of words in italics. J. S. BECK.

218. A man sold two-fifths of ten-elevenths of his bank stock; how many fifths of ten-elevenths had he remaining? Miss T. A. K.

219. Why does *minus* multiplied by *minus* give *plus*? F. J. B.

220. At 50 cents a rod for fencing, how many acres can be fenced, in a square field, so that the number of acres in the field will equal the number of dollars it costs to build the fence? Give a rule for finding the number of acres equal to the number of dollars at any price per rod. J. F. D.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

Advance sheets of Commissioner Hancock's Annual Report have reached us, containing a brief summary of statistics, and the Commissioner's address to the General Assembly. The figures indicate growth, but no changes worthy of special notice.

The Commissioner directs attention to the importance of fostering higher institutions of learning; recommends that the three State Universities be placed under one management, with a view to co-ordination of effort; and urges the pushing of the high school movement in the rural districts until there shall not be a township without its high school. The results of the compulsory law are encouraging, and still better results are expected in the future. Provision should be made for the appointment of women as members of boards of examiners, and minority representation should prevail in county and city boards as well as in the State board. There is urgent necessity for supervision of the country schools. These are the main points. Our space will not permit a fuller statement.

STATE TEXT-BOOKS.

The state text-book scheme is in a bad way. It has received a good many hard knocks of late, and is evidently on the decline. The Ohio School Book Board has reported to the Legislature its utter failure to carry out the law of last winter, because of its impracticability. The supervisor of State Printing, who is a member of the School Book Board, reaches the deliberate conclusion, after a careful estimate, "that books of a better grade and quality can be furnished by private publishers at less cost," than by state patronage and machinery. He further expresses the conviction that for the state to undertake the business of making school books is wrong in principle, and would prove a failure in practice.

But probably California is responsible for the worst backset the text-book schemers have yet had. In 1884 that state went into the

text-book business on a grand scale, with almost unlimited financial resources. The result, though only what men of sense anticipated, is very disappointing to the friends of the scheme. State Superintendent Ira G. Hoitt was elected as an ardent friend of the scheme, and devoted his best energies to carrying it out successfully. Here is the outcome, in his own words:

"For over four years this plan has had a fair and impartial trial in our State. I came into office, a believer in the project, and every aid which I could give to its successful issue has been freely rendered throughout my administration.

But now in the light of my experience, I must acknowledge that the results have not met my expectations.... While our State Board has been zealous and done the best it could in making a State series, I regret that its efforts have not met the requirements of the schools or the expectations of our leading educators..... In the light of our experience after four years of trial, I am therefore compelled, with personal reluctance, to acknowledge to the comparative want of success in our California experiment in making and publishing school books. Taking into consideration the large appropriations made, and the further and constant outlays for revisions, new plates, &c., the same number of books can be purchased in the open market at wholesale prices for less than it costs the State to manufacture them.

I am therefore constrained to admit that I would not advise any other state to enter upon the publication of school books."

Very many people are now ready for free text-books. Let us have them.

FOR SCHOOL DIRECTORS.

At the suggestion of one of our leading school men, and with the advice of a number of others, we have decided to convert the issue of the MONTHLY for May into a directors' number. For a good while, the tendency of teachers and school officers in our State has been to grow apart; and the feeling is becoming wide-spread, among teachers at least, that it ought not to be so. There should be hearty sympathy and active co-operation. It is desirable for them to see eye to eye and work together.

As a contribution to this end, the MONTHLY invites both parties to come and sit down together and enjoy a friendly chat. As the company will, in all probability, be large, and it will be desirable to hear from as many as possible, the speeches must not be too long. We already have the promise of Commissioner Hancock and several school directors to take part in the conference. We do not think it best to assign particular topics, but we invite a free expression from all, teachers and directors, who have a word of experience or exhortation to offer. The editor will preside, and endeavor to see that all have a respectful hearing. There may have to be an over-flow meeting or an after-meeting; if so, we shall provide for it. All contributions should reach the editor not later than April 10, that all may be properly arranged and in order.

It will, in all probability, be necessary to hold an inquiry meeting; and provision will be made for that. The person who first proposed the conference has already sent in a list of important inquiries. All inquiries should be received before March 20, that they may appear in the April number.

One important thing yet remains. Not many directors now receive the MONTHLY. We must depend on superintendents and teachers to get the May number into their hands. One superintendent has already ordered six copies for his board of education. We shall print a larger edition of that issue than usual, in order to supply the demand for extra copies, and will furnish them at the following rates:

Single copy	-	-	15 cents.
6 copies	-	-	75 "
10 copies	-	-	\$1.00

Orders for extra copies should come in as early as practicable (by April 15, if possible), that we may know how large an edition to print. We hope that a large number of directors may be reached and interested, and that good to the cause may result.

O. T. R. C.

DEAR EDITOR:--Please to acknowledge through the MONTHLY the following sums received for membership fees in the O. T. R. C., since last report:

Jan.	3.—W. H. McArtor, Martinsburg, Knox Co.....	\$ 75
"	3.—John Davison, Elida, Allen Co.....	2 00
"	7.—W. H. Alexander, Storms, Wayne Co.....	25
"	8.—H. G. Thomas, Hagerman.....	25
"	10.—Anna M. Couliss, Toledo, Lucas Co.....	3 00
"	10.—J. M. Mulford, Mechanicsburg, Champaign Co.....	5 50
"	19.—Anna Cochran, McConnelsville, Morgan Co.....	1 75
"	20.—W. F. Allgire, Versailles, Darke Co.....	7 75
"	20.—T. S. Lowden, Fredericksburgh, Wayne Co.....	2 00
"	21.—W. W. Donham, Forgy, Clarke Co.....	1 50
"	21.—Geo. E. Bolenbaugh, New Richmond, Clermont Co...	25
"	22.—Zona Jacobs, Antwerp, Paulding Co.....	50
"	26.—J. J. Burns, Canton, Stark Co.....	15 00
"	26.—Hattie A. Stone, Mansfield, Richland Co.....	2 50
"	30.—F. E. Reynolds, Peebles, Adams Co.....	3 50
"	31.—Madge Devore, Loudonville, Holmes Co.....	1 00
Feb.	6.—Katharine Palmer, Columbus, Franklin Co.....	1 00
"	6.—Gay E. Jackson, Frankfort, Ross Co.....	25
"	9.—Hattie A. Stone, Mansfield, Richland Co.....	25
"	20.—Miss F. J. Powers, Cleveland, Cuyahoga Co.....	2 25
"	20.—Anna R. Miller, Findlay, Hancock Co.....	1 00
Total.....		\$52 25

Respectfully Submitted,

E. A. JONES, Treas., O. T. R. C.

IN LONDON.

To be in London, the place around which so many historic and literary associations cluster, seemed too good to be true. At first I felt as if the excitement of realizing what I had long dreamed would drive all sleep away; but the journeyings of the day had brought about a healthful fatigue that made me drop off to sleep as soon as my head touched the pillow. This reminds me that the question has often been asked, "How did you go through so much in so short a time without being so worn out that you would return to work wearied instead of rested." It perhaps is strange, but after walking, driving, and sight-seeing all day, and feeling very tired upon going to bed, I would drop right off to sleep, know nothing until morning, get up perfectly refreshed and ready to go through just as much that day. In all, I spent ten days in London,—ten days so full that I shall only be able to give glimpses of what I enjoyed.

The London world does not wake up as soon as the American world. We took our breakfast at 8 o'clock, but found that there were very few places that could be visited before 9 or 10 A. M. Shops only began the work of opening at 9 o'clock, and as the putting in order was going on until nearly 10, clerks looked astonished if any one walked in before that time. The majority of the museums, picture galleries, and other places of interest do not open until ten. In London, it evidently is *not* "Early to bed and early to rise."

Among the many things that pleased me in this great city was the fact that I could go about in day-time alone when I wished, not only without danger, but with perfect propriety, as I found many other ladies doing the same thing. London policemen know almost anything that can be asked, and I always found those who gave information in the most obliging manner.

Omnibuses traverse the thoroughfares in all directions. There are about two hundred different lines. Each omnibus has its destination and the names of the different streets through which it passes painted on the outside. With the aid of a good map called the "London Indicator," and "Baedeker's London," both provided for me by that thoughtful kindness of friends, which is always appreciated when we are far away from them, I never made a mistake in taking an omnibus. When one cannot reach his destination by this mode of transit, he calls a hansom. The fares for driving in London are very moderate; and there are so many vehicles of every kind that one never has to wait long for one. In fact, a friend and I were soundly rated by a driver one morning for *looking* at his vehicle when we did not intend to hire it,—so great is the competition in this line of business.

I had been told that Paris was the place to shop; but I enjoyed getting anything I could afford in London. On Regent St., Oxford St., Piccadilly, and the Strand, are the most attractive shops. Even a woman not at all characterized by a fondness for shopping,

enjoyed looking at the windows brilliant in jewels, attractive in laces, handsome suits, elegant furs, etc. And here let me mention that it is no uncommon sight to see ladies wearing furs in July and August. One woman met would have a white dress on, the next a heavy cloth suit, a third would have a summer dress with furs around her neck.

It is a customary thing to look in shop windows; but wherever we saw an unusually large crowd before a window, many men being present, we always found it to be a place where engravings and photographs were on exhibition. These were English crowds.

In the shops, the courtesy of all employed was very marked. What struck me forcibly was that I was as politely thanked when I only looked at goods as when I purchased. One never left the clerk who had been waiting on her without receiving from him a very courteous "Good morning." In many of the stores the women clerks are not permitted to dress in any but black dresses. I was told, although I had not known it before, that this is customary in some places in our own country. It scarcely seems to me a just requirement.

Before the shops, museums, picture-galleries, &c, were open, we had time for visiting London's famous markets. The gentlemen, and I think a few of the ladies, of our party, visited the greatest fish market in the world, "Billingsgate." But most of the ladies preferred the flowers and fruits of Covent Garden Market to the odors and bad language of Billingsgate,—that language which has passed into a proverb. Besides, the first time we were in London we were quartered at the Covent Garden Hotel, so that it was very easy to slip over to the principal vegetable, fruit, and flower market of this great city. The fragrance of the flowers and fruits, as well as their wonderous beauty, I shall never forget, in spite of the fact that some metaphysicians say that the memory for odors is very slight. We were able to take some of the roses, violets, and other sweet flowers away with us, but much of the fruit had to be "admired at a distance." One young man from Alabama with a great penchant for buying, actually came away without a basket of peaches after asking the price. He told us that they were twelve dollars a basket. I can neither affirm nor deny the truth of the statement, as I did not even venture to ask their price, not wishing to be stranded penniless on a foreign shore. Strawberries we bought, and strawberries were also served at our hotel. This fruit was very large and luscious. It was always served with the hull on, and eaten from the fingers. As the berries were sweeter than those we have in our own county, I liked them very much this way. But even the fact that it is fashionable to serve strawberries so, would not reconcile one of our party to such a method of eating them, as every day he pathetically longed for "the great dishes of berries covered with sugar and *real* cream that his mother used to make ready for him in his home in New York State." Besides Covent Garden Market and Billingsgate, there are Smithfield, the great

meat market, Leadenhall Market, for poultry and game, Columbia Market, erected through the generosity of the Baroness Burdett Coutts for supplying fish, meat, and vegetables to those living in one of the poorest quarters of London, and several other very large markets.

On the day after we arrived in the city, we visited London Bridge. So great is the number of vehicles crossing it, so wonderful the rush and roar of business there, so interesting the mass of humanity, that one scarcely thinks of the bridge itself. But such things as this, tell him of its solidity so forcibly that he does not wonder when he is told that this bridge was six years in building, and that the cost of building it was about £2,000,000. If one looks down the river, he sees the Port of London, and when the smoky atmosphere permits, he will see more masts than his eyes ever before rested upon. Above the bridge he sees coal barges, and steamboats both for traffic and pleasure. From the bridge we went to the Tower, once the fortress, long the state prison of London, now a government arsenal. As soon as we were within the gates we were struck by the curious attire of the Warders, or beef eaters, who were stationed at different parts of the buildings and grounds. From the many badges of honor that were worn by them, we scarcely needed to be told that they were all old soldiers, distinguished for meritorious services. We first visited the "White Tower, or Keep," the oldest part of the fortress erected by William the Conqueror. The place is so full of historic associations that to repeat its name tells its whole tale to students of English history. We looked under the staircase and saw the spot where the bones of the two young princes, murdered by their uncle, Richard III, are said to have been found. We stood in the Chapel of St. John, and felt its beauty even before we learned that "it is one of the finest and best preserved specimens of Norman architecture in England."

The Council Chamber, in which the abdication of Richard II took place, and the adjoining room contained the most wonderful collection of armor that it has ever been my fortune to see. This armor is very carefully marked so that one can study in chronological order English war-array from the time of Edward I to that of James II. I think I saw more belonging to Henry VIII, than to any other sovereign. We saw instruments of torture of all periods; but to me they recalled too much that is horrible to receive any careful scrutiny. Among the things that I most distinctly remember, which, must, therefore, have been of special interest to me, are a suit of armor bearing the initials and crest of Robert Dudley, Earl of Leicester, Queen Elizabeth's favorite; the uniform worn by the Duke, of Wellington, as Constable of the Tower; and the cloak in which the brave Gen. Wolfe died before Quebec.

After leaving the White Tower, we went to Record or Wakefield Tower, to see the Crown jewels or regalia. These are kept in a

glass case, protected by an iron cage. Of course guards are stationed in the room in which they are kept, and only a limited number of visitors can be admitted at a time. An Englishwoman, who might have been taken to represent "poor gentry," pointed out to us the chief objects of interest, and told us something of the history of the jewels. I think this custodian must have been fed by some member of our party, as she gave us special attention. England's crown jewels are very magnificent. Queen Victoria's crown is adorned with 2783 diamonds. The very large ruby in front was worn on the helmet of Henry V, at the battle of Agincourt. The crown of the Prince of Wales is of pure gold, but is without precious stones. There is a staff of gold called St. Edward's Staff, which is 4½ ft. long. Among a number of scepters, Queen Victoria's was pointed out to us. It has a richly gemmed cross. Here are the Swords of Justice, the pointless Sword of Mercy, the Coronation Oil Vessel, the Coronation Bracelets, the Silver Baptismal Font for the royal children, and other things too numerous to mention, to use a strikingly new (?) phrase. The total value of the Regalia is estimated at £3,000,000.

After seeing the Crown Jewels, we went to Beauchamp Tower, associated with the memory of Lord Guilford Dudley, husband of Lady Jane Grey, and other names famous in history. But whether we were not admitted or whether we were too tired to climb the narrow winding staircase of stone, I have forgotten. There are twelve towers of the Inner Ward. We saw the Bloody Tower, the Bell Tower, and others, from without, but could not be admitted to them. We stood upon the spot where the execution of Anne Boleyn took place. We looked at the chapel of St. Peter, but the interior is not now shown to visitors. We looked into that small burial-ground of which Macaulay has said: "In truth there is no sadder spot on earth than this little cemetery." We were then about to leave, thinking that we should not be permitted to go down to the "Dungeons," as very few visitors are; but a generous Superintendent of the Public Schools of a city in a state not far from Ohio, so liberally feed one of the Beef-eaters that he either obtained permission for our party to go down, or else took us down without the required permission. We went into darkness so dense that when the great door was shut and locked behind us, we were very willing to obey the injunction of our guide, "keep close together. Let Mr. L. take hold of me, then some one take hold of him, and keep together in that way, for if one of you should get separated from the rest of the party there is no telling how we should ever find you again." The darkness was so great that we seemed to feel it. We couldn't see each other at all, but felt immeasurably grateful for the sense of touch when the sense of sight failed us. We were led to put our hands on the walls between which Guy Fawkes was imprisoned, and measure with our hands the distance between those walls,—a distance so small that it seemed impossible to keep a human being

within so narrow a space. Our guide then took us into a stone chamber so dark that we could not yet distinguish the outline of a single friend in our party, and so small that his story of more than one hundred Jews being imprisoned there for many weary months seemed too utterly horrible to be credible.

He then took us into a lighter part, which, had we not come from such a cruelly dark place, would have seemed very dismal, but which actually seemed cheerful under the circumstances. It brought a whole philosophy of contrasts to my mind. Here he pointed out to us the way by which many distinguished prisoners came down from the Tower above. When we emerged from this melancholy, haunted place, I exclaimed, "Did ever air and sunshine seem so sweet?"

As we came out from the gates of the Tower we were greeted by the usual regiment of men, women, and children selling views, etc. These people become an almost unbearable nuisance through their persistence, and one scarcely knows whether to apply to them the name of beggars or thieves. For once, no one in our party bought any memento, and as we drove away we had a volley of abuse hurled after us, and were able to distinguish, "Ye came from the country of dollars and dimes and ye haven't any money." We thought it a new reputation for our countrymen, since Americans are usually supposed by the lower classes of foreigners to be wealthy; but we felt sure that if these people had their way we should return not only without dollars and dimes but without pennies.

MARGARET W. SUTHERLAND.

EDUCATIONAL INTELLIGENCE.

—The graduating exercises of the Cincinnati Normal School occurred Friday evening, Feb. 6. The class consisted of 21 young ladies.

—The twenty-fourth annual session of the California Teachers' Association will be held at San Diego, commencing March 17th, and continuing four days.

—The Tiffin High School, C. A. Krout, Principal, observed February 27 as Longfellow Day. A character sketch, eulogy, essay, recitations, instrumental music and song made up the program.

—The Marion County Teachers' Association met at Marion, at 1 o'clock, P. M., Saturday, Feb. 28. The program contained the following topics: Manners and Morals in Public Schools; Primary Number; Language Work; Aids in Teaching Geography; Examination of Teachers.

—Washington's Birthday was celebrated by the Xenia High School, on Friday, Feb. 20. Besides a biographical sketch, an oration, several recitations, and music, there was the presentation, by

the Sons of Veterans, of a flag to the Board of Education, for the use of the high school building. The presentation was made by Capt. Arthur McQuiston, and the acceptance, on behalf of the Board of Education, by Dr. C. M. Galloway.

—A meeting of the Southwestern Ohio Teachers' Association was held at Hamilton, Feb. 28. The following were the chief features of the program: "We as Teachers of Children," Miss Laura Ressler, Eaton, O.; "Music as it ought to be in our Public Schools," G. F. Junkermann, Cincinnati, O.; "The Teacher's Equipment," W. P. Cope, Hamilton, O.; "Contingencies of the Future," C. F. Dean, Glendale, O.; "The Imagination in Pedagogics," Miss Emma Dailey, Lebanon, O.

—The meeting of superintendents at Philadelphia, Feb. 24-26, is said to have been one of the best in the history of the association. Ohio was represented by Commissioner Hancock, and Sup'ts L. W. Day, of Cleveland, J. A. Shawan, of Columbus, H. W. Compton, of Toledo, G. W. Welsh, of Lancaster, E. A. Jones, of Massillon, and J. E. Mannix, of Martin's Ferry. The next meeting will be held at Brooklyn. State Superintendent Henry Sabin, of Iowa, was elected president, and Supt. Day, of Cleveland, secretary, for the ensuing year.

—The winter meeting of the Tri-County Teachers' Association (Wayne, Ashland and Medina) will be held at Loudonville, Friday evening and Saturday, March 20 and 21. The evening session will be occupied mainly by Dr. Willits with his lecture, "Sunshine." Saturday's program consists of President B. F. Hoover's Inaugural Address, papers by Sup'ts Adair and Thomas, and Miss M. L. Smith, and an address by Commissioner Hancock. Music will be interspersed.

—The Brown County examiners—A. F. Waters, M. J. Clark, and J. W. Tarbell—recently issued an address to school officers, teachers, and others concerned, calling attention to some abuses that have crept in; notably the practice of contracting with unlicensed teachers, and then bringing pressure to bear on the examiners to secure the necessary certificate; also, the practice of pleading for leniency on the ground that "our school is not far advanced." Human nature on the Ohio river is much the same as on the Western Reserve.

—The Summitonians had an unusually good time at their bi-monthly meeting held at Akron, February 14th. The writer gave his third talk on temperance instruction in the schools, dwelling more particularly upon the proper place of oral teaching and text-book instruction, respectively. E. N. Lloyd read a paper on "How to Make Thinkers." Mrs. Lake gave a language lesson to a first reader grade, using the chairman of the executive committee as her pupil. Dr. J. J. Burns, of Canton, read a paper replete with wit and wisdom, entitled "Contagion of Health," for which he received a vote of thanks.

—The Anglaize Co., teachers held their second quarterly institute Feb. 7th, at St. Marys, with an attendance of one hundred and sixteen. The following interesting program was carried out: Mental Arithmetic, by B. J. Beach; The Study of English, by Miss Harriet Day; Non-professional Reading, by J. D. Simkins; Commercial Geography, by J. W. Howe; and How to Teach False Syntax, by K. Vander Maaten. The several papers with the discussions that followed were a source of enjoyment and profit to all the teachers. We were also pleasantly entertained with fine music, and closed by singing that stirring national hymn, "Star Spangled Banner."

CARRIE REID, sec.

—A joint meeting of the teachers of Mahoning and Trumbull counties was held in the Central High School building at Niles, on Sat., Jan. 31st, 1891. A cordial welcome was extended to the one hundred and fifty teachers present, by Supt. F. J. Roller, of Niles. Prof. E. A. Gilmore, of Canfield Normal College, read an excellent paper on "The ??? in Science." The subject of the paper of Supt. Lasley, of Warren, was "Language Study," and showed careful preparation. The topic "The Teachers' Materials," was well presented by Prof. J. W. Moore, of Washingtonville. Principal G. W. Alloway, of Youngstown, in his paper on "School-room Tact," made many good hits. Excellent music was furnished by pupils of the Niles schools. Supt. Treudley and his corps of teachers were down from Youngstown and did much to enliven the occasion.

L. U. H.

—The fifth meeting of the Pickaway Co. Teachers' Association, held at Circleville, Jan. 24th, showed increasing interest and attention on the part of the teachers. We intend to make our association second to none in the state. Miss Anna K. Schneider gave a thoughtful paper on "Silent Influence." Prof. Van Riper, of Circleville, treated the subject Penmanship in a very practical way, giving many new exercises and exhibiting copy-book work from his own pupils. But the feature of the day was the afternoon lecture of Prof. N. H. Chaney, of Washington C. H., on the subject, "Measured with Gold; or the Money Value of an Education." Starting with the assertion that "Education pays," he asserted that "Education is an ornament to the rich, and both riches and ornament to the poor." That money is not as it is often (mis) represented to be, the root of all evil; but on the contrary that "Money delights most to run in the highway of Holiness," and "Contains the roots of all good." He condemned the false education of the head without, at least, an equal education of heart, saying that if he had a boy that he knew was fated to be a rascal, he should never know his alphabet. He showed that the boy who by schooling had accustomed himself to answer the requirements of authority, and was able thereby to earn but \$240 per year was getting an income that could only be gotten by an investment of \$3,000 at 8 percent or \$4,000 at 6 percent, and so up to Joseph Cook, who gets

\$300 for less than two hours—4 cents per second, 3 cents per pulse beat, converting his "pulse beats into flakes of gold," an income of \$300 per two hours could only be secured by an investment of \$220,000 at 6 percent, ending with a glowing peroration describing the value of a man of cultured brain and cultured heart. J. A. Marburger gave a very practical talk upon mensuration, emphasizing the importance of the pupils getting a clear conception of *forms* in mensuration. The Association Reporter by Jerry Dennis was full of wit and wisdom.

C. L. THOMAS.

—The Teachers' Reading Circle is recognized by statute in North Dakota, it being provided that all fees arising from the granting of Professional or Normal Certificates shall be used by the State Superintendent, "To aid in the establishment and maintenance of Teachers' Reading Circles in the State." The State Superintendent has also the general management of the teachers' institute, being required to prescribe rules and regulations and appoint conductors; and in view of the close relationship between the institute work proper, and the professional reading and preparation of teachers contemplated in the reading circles, State Superintendent Ogden has thought best to associate these two instrumentalities for improving the teachers, making the professional reading of said circles, or of individual members, a part of the institute course of instruction. He has decided to appoint the institute conductors, when duly commissioned, his special assistants and agents to act with county superintendents, in organizing this part of the course of institute instruction, examining members as to the extent and thoroughness of their reading, issuing certificates of membership and of promotion to those who enter this course, and planning and apportioning the future course of reading. This is a sensible and business-like method of procedure.

—The Northeastern Ohio and Northwestern Pennsylvania Superintendents' and Principals' Round Table held a meeting at Greenville, Pa., Feb. 13 and 14, Supt. John E. Morris presiding.

Prof. F. B. Sawvel, of Thiel College, discussed "The Will: Its Mechanism and Training." The mind consists of reason, feelings, memory. The action of the mind when a unit is the will. The will is the soul in movement. Every mental act should be carried to the region of the will. Will, as well as memory, should be trained in school. The subject was further discussed by Supt. Mackey and others.

Prof. L. T. McCartney, of Sharpsville, spoke on the question "The teachers of _____ County were well pleased with his work last year."

—H. A. Pate, _____ of Cambridge, O., has been employed _____ and book-keeping in the Painesville _____ prepared for his work in these special _____ Steele, of Xenia.

"How to Conduct Morning Exercises," was discussed by Supt. J. W. Canon, of Sharon. He recommended singing; reading of a carefully selected passage of Scripture; a talk on current events and the relating of incidents with a moral tendency. "The Scripture lesson," he said, "should not be followed with a scolding."

Friday evening an enthusiastic educational mass meeting was held, when the following addresses were made: The Teacher as a Moral Factor, by Supt. Roller, Niles, O.; The Teacher as a Religious Factor, Rev. J. C. Scouller; The Teacher as an Educational Factor, Supt. Hotchkiss, Meadville; The Teacher as a Political Factor, J. C. Brown; and The Teacher as a Citizen, Major Harry Watson. General remarks were also made by Sup'ts Treudley and Bullock.

F. R. Dyer, Salem, O., was the first speaker Saturday, answering in the affirmative the question: "Does the Teaching in American Schools Develop Deep Thinkers?" It was a good address.

The most important topic of the day was that assigned Supt. Treudley, Youngstown: "Correlation of Studies Applied." It was an excellent address; the subject was handled in a masterly way.

Saturday afternoon, after a discussion of miscellaneous topics Geo. R. Twiss, Youngstown, read a very practical paper on "Apparatus for High Schools." Mr. Twiss exhibited apparatus made by his pupils, among other things a small electric motor.

The last speaker was J. L. Morrison, who had been assigned the subject, "Thro' an Editor's Telescope." He was given a vote of thanks by the Round Table.

The next meeting will be held at Youngstown, in September.

—Friday, Feb. 20, was a notable day in the Akron schools. For several months, the patriotic orders, United American Mechanics, Sons of Veterans, and Sons of St. George, had been planning to place a large flag on each of Akron's twelve school buildings, and

~~Friday, February 20, was the day set apart for the ceremonies. Odyssey, sufficient to give the reader the story as well as the choicest portions of the poem.~~

Hegel's Logic. A Book on the Genesis of the Categories of the Mind. A Critical Exposition. By William T. Harris, LL. D., U. S. Commissioner of Education. Chicago: S. C. Griggs & Co. \$1.50.

In the preface of this book, Dr. Harris gives a pleasing account of his philosophical studies, extending back more than thirty years. In 1866, he first read through Hegel's larger logic,—an English translation in manuscript, copying it entire. He says he was able to understand but very little of it, "or even remember the words from one page to another. It was all over my head, so to speak." We more than suspect that a majority of our readers would have to join us in a similar confession concerning a large ~~part of Dr. Harris's "critical exposition,"~~ though he has undoubtedly made the task a much lighter one. We have read the preface and first three chapters, and find tolerably fair sailing; but we see

breakers ahead. Those of our readers who are interested in philosophical studies should not pass this book by. The author's name is a guarantee of excellence.

The Elements of Physical Geography. By Edwin J. Houston, A. M. Revised, Philadelphia. Published by Eldredge & Brother, 1891.

The form, size, and general appearance of this book predispose in its favor. But it has higher recommendations. It has been known for fifteen years as one of the very best text-books on the subject of which it treats. In this revision, the author has availed himself of the results of recent scientific investigation generally accepted by the best authorities, without cumbering the book with new and untried theories. It is characterized by a judicious selection and arrangement of matter, conciseness and clearness of statement, and by the beauty and excellence of its maps, charts, and illustrations. Important principles and leading facts are stated in larger type, while matter designed for the use of the teacher and more advanced pupils is contained in smaller type. A syllabus and review questions follow each section. The population of states and cities of this country is given according to the census of 1890. It is such a text-book as only a scholarly teacher of large experience could make.

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The Fifth Reader of the Normal Course in Reading, by Emma J. Todd, Training Teacher in the Public Schools of Aurora, Ill., and W. B. Powell, Superintendent of Schools, Washington, D. C., contains choice selections of geographical, historical, and scientific reading, with several entire productions designed as studies in literature. The pleasing sketches of leading authors, and the notes and analyses of specially chosen productions are a distinguishing feature which cannot fail to interest and impress the pupils, and beget a taste and love for good literature and

"How to Conduct Morning Exercises," was discussed by Supt. J. W. Canon, of Sharon. He recommended singing; reading of a carefully selected passage of Scripture; a talk on current events and the relating of incidents with a moral tendency. "The Scripture lesson," he said, "should not be followed with a scolding."

Friday evening an enthusiastic educational mass meeting was held, when the following addresses were made: The Teacher as a Moral Factor, by Supt. Roller, Niles, O.; The Teacher as a Religious Factor, Rev. J. C. Scouller; The Teacher as an Educational Factor, Supt. Hotchkiss, Meadville; The Teacher as a Political Factor, J. C. Brown; and The Teacher as a Citizen, Major Harry Watson. General remarks were also made by Sup'ts Treudley and Bullock.

F. R. Dyer, Salem, O., was the first speaker Saturday, answering in the affirmative the question: "Does the Teaching in American Schools Develop Deep Thinkers?" It was a good address.

The most important topic of the day was that assigned Supt. Treudley, Youngstown: "Correlation of Studies Applied." It was an excellent address; the subject was handled in a masterly way.

Saturday afternoon, after a discussion of miscellaneous topics Geo. R. Twiss, Youngstown, read a very practical paper on "Apparatus for High Schools." Mr. Twiss exhibited apparatus made by his pupils, among other things a small electric motor.

The last speaker was J. L. Morrison, who had been assigned the subject, "Thro' an Editor's Telescope." He was given a vote of thanks by the Round Table.

The next meeting will be held at Youngstown, in September.

—Friday, Feb. 20, was a notable day in the Akron schools. For several months, the patriotic orders, United American Mechanics, Sons of Veterans, and Sons of St. George, had been planning to place a large flag on each of Akron's twelve school buildings, and

~~Friday, February 20, was the day set apart for the ceremonies.~~
Odyssey, sufficient to give the reader the story as well as the choicest portions of the poem.

Hegel's Logic. A Book on the Genesis of the Categories of the Mind. A Critical Exposition. By William T. Harris, LL. D., U. S. Commissioner of Education. Chicago: S. C. Griggs & Co. \$1.50.

In the preface of this book, Dr. Harris gives a pleasing account of his philosophical studies, extending back more than thirty years. In 1866, he first read through Hegel's larger logic,—an English translation in manuscript, copying it entire. He says he was able to understand but very little of it, "or even remember the words from one page to another. It was all over my head, so to speak." We more than suspect that a majority of our readers would have to join us in a similar confession concerning a large part of Dr. Harris's "critical exposition," though he has undoubtedly made the task a much lighter one. We have read the preface and first three chapters, and find tolerably fair sailing; but we see

breakers ahead. Those of our readers who are interested in philosophical studies should not pass this book by. The author's name is a guarantee of excellence.

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literary study. A healthy moral tone runs through the whole. There are a number of selections bearing upon intemperance and profanity. The book deserves to take high rank. Published by Silver, Burdett & Co., Boston.

Tales of Troy, for Boys and Girls. Translated and adapted from the German, by Charles DeGarmo. Public-School Publishing Company, Bloomington, Ill. Illustrated. Cloth. 60 cents, postpaid.

These stories of the stirring events of the Trojan war, as found in the Iliad and related literature, are well calculated to enlist the interest of young people in the old classics, and prepare them for deeper study.

Plato's Gorgias. Edited, on the basis of Deuschle-Cron's edition, by Gonzalez Lodge, Bryn Mawr College. Ginn & Co., Boston and London, 1891.

The *Gorgias* is recognized as ranking among the greatest of the dialogs of Plato. This edition belongs to the excellent series of college Greek texts, edited under the supervision of Prof's Smith and Seymour, and is gotten up in the very superior style of that series. The introduction is a free translation of the original, with some additions. A very full commentary accompanies the text, and copious critical notes are found in the appendix.

Manual and Report of the Board of Education, Canton, Ohio. J. J. Burns, superintendent. The enrollment of pupils in the Canton schools in September, 1890, was five hundred greater than in September, 1889.

Annual Report of the Public Schools of Caledonia, Ohio. W. V. Smith, superintendent. In connection with the course of study, a course of reading is prescribed.

Annual Report of the Board of Education of the City of Columbus, for the School Year ending August 31, 1890. J. A. Shawan, superintendent. This is an admirable document, to which we expect to make future reference.

The Pedagogical Seminary—An International Record of Educational Literature, Institutions and Progress. Edited by G. Stanley Hall, Ph. D., LL. D., President of Clark University, and temporary Professor of Psychology and Education. *Worcester, Mass.*, J. H. Orpha; *London*, Kegan Paul, Trubner & Co.; *Paris*, F. Alcan; *Berlin*, Mayer and Muller. \$4 a year (3 numbers), \$1.50 a copy. Vol. I. No. 1: pp. 118.

This is an educational magazine of a high order, designed for the few and not the many—for university and college presidents, state and city superintendents, professors of pedagogy, and principals and teachers in normal schools, and for legislators, editors, professional men, and others who take an intelligent interest in education, and desire to enlarge their horizon. It is gratifying to know that the time has come for the founding of such a magazine in this country.

— THE —

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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No. 4.

THE OHIO COLLEGE ASSOCIATION AND THE HIGH SCHOOLS.

PROF. W. D. SHIPMAN, BUCHTEL COLLEGE.

For some years efforts had been made by the Ohio College Association to come into closer relations with the high schools of the State. At the Athens meeting, held in December, 1887, a committee previously appointed on that subject reported that nothing valuable had been accomplished; and the committee was discharged, without hope.

The subject was again brought up a year later, at Columbus, by Prof. H. C. King, of Oberlin College, in a paper entitled, "Is an Adjustment Between the High Schools and Colleges Practicable?" This paper was debated not only by members of the association, but also by several public school superintendents who were present, and were invited to speak. Considerable interest was manifested, and a committee of five members was appointed to act in conjunction with a like committee of the Ohio Teachers' Association, and to report at the next meeting.

A year later, in 1889, that committee rendered a report,

signed by three of the members. The conviction was expressed that substantial progress had been made toward a better understanding between the schools and colleges of our State; and among other things it was recommended that a committee of five be appointed to act with the like committee already appointed by the Ohio Teachers' Association, in considering further the details of a possible adjustment of courses, and the like. Such a committee was appointed; and at the Cleveland meeting, in December last, submitted its report. This consisted of the report of the Teachers' Association Committee, adopted by that body last July (printed in the August issue of this magazine), and a plan for putting the arrangement into operation. A long and earnest discussion ensued, centering almost entirely on one point, namely the propositions concerning Greek; and an amendment was at length adopted not in harmony with those propositions. The report as amended was approved, but the appointment of the committee to set the wheels moving was put off till next year; partly, as it seemed, owing to the lateness of the hour, and partly from an imperfect understanding of the plan proposed.

The situation deserves some comment. The report to the Teachers' Association last July was made by Dr. E. E. White, of Cincinnati. In many respects it is helpful; and it will doubtless go a long way toward the solution of the problem. It notes that the attempt to make the high school a purely English school has been very generally abandoned, and that there are now few cities in Ohio in which Latin is not a prominent and also a popular study in the high school course. There is an increasing recognition of its superior value as an element of secondary education; and the committee emphasizes the importance of making Latin one of the daily studies of the high school. A wide experience has shown that this is not only the best possible way of meeting the demand for language training, but it is the most fruitful element in the best possible preparation for higher courses, whether classical, scientific, philosophical, or technological.

The high school should accomplish two things: furnish

the great body of its pupils (many of whom will never go to college) with the best possible training, and at the same time put them in the direct road to the college gate. The principles in accordance with which this can be done are believed to be embodied in the course of study which is proposed. This is a four years' course; and it is recommended that efficient instruction in Latin should be provided for at least three years, and as many pupils as possible be induced to take it. A conscientious effort should be made by all high school teachers to induce at least all pupils who enter with the intention of completing the course to take Latin as the best possible course for them, whatever may be their future education or occupation. The course should include, besides language and philosophy, mathematics, natural and physical science, history and government, and literature and art. The special weakness of too many high school courses is rightly stated to be that they attempt to do work which belongs to a higher phase of mental development; work which more properly falls in the period of college training.

The ideal of the paper is that a true college course ought to rest upon and articulate with a true high school course. As an ideal, as something to work toward, it is valuable; but "*Ohio conditions*" are unfortunately largely an obstruction to the realization of this ideal.

The term "high school" is not only used to designate the highest public schools in our (comparatively few) city districts of the first class; not only, indeed, such schools in city districts of the second class; but it is commonly employed to signify the "highest" school in the village, or even in the township.

To be sure, a definite course of study has been proposed, as an ideal standard; but we know very well that the percentage of high schools which will adopt it, or its equivalent, for many years to come, is very small. It would seem, therefore, that the request of the Teachers' Association to the colleges that these recommendations, if approved, be carried into effect, is a little premature. Of course the practical side of the matter—and there is one—is the co-operation of as many schools and col-

colleges as are willing so to do. But it appears as though the expressed belief that the four years' high school course, as outlined, is within the resources and reach of the high schools of the State (unless we do a deal of mental qualifying) is a mere vision.

Only a small percentage of such schools have, or are likely to have, a four years' course.

If the "high school" begins with the close of a good grammar school training, as it should do, the ratio of those having four years' courses is too small to justify us in building any very wide structure on that basis. The scheme proposed, therefore, (since it presumes a four years' course) is subject to many doubts and questions. Do the high schools, *will* the high schools accomplish what is laid down for them? If not, what then? The perfect articulation of the institutions for secondary and liberal education will not occur; the high schools and the colleges, for the most part, will not articulate, as the plan proposes to have them. What shall we do, then? First, honestly admit the fact, and not try by an act of faith, or the contemplation of a lovely vision, to see as real that which is not. Next, what can we do about it? Either the high schools must alter their courses or the colleges their standards (possibly both), or the imperfect joining must remain. The report of Dr. White truly says that the regular courses of study in our best high schools furnish good preparation for all college courses, the A. B. course excepted; and in a few of these schools full preparation is made for the A. B. course.

With regard to other courses, the standards for admission to which are inferior, little need be said. If a student has gone through a good high school course of three years—including Latin—and can enter as a philosophical or scientific freshman, and for lack of money, the absence of high scholarly ideals, or for any other cause, does not wish to take the classical course, let him enter, and graduate, and take his degree. That is much better than no college course. Still the classical course remains the standard; and proper preparation for that course is the question. This was the principal point in Dr. White's

paper. This was the subject of discussion at the college meeting.

If a student wants merely the name of going through a college course, let him go to some business "college," and take its three months' course, or to —— college, and take its "two years' collegiate course." If he wants the A. B. degree only, let him attend a Normal "University" (he need not go outside of Ohio for such opportunities); and when he has accomplished enough to take rank as a freshman or possibly as a sophomore in a respectable college, obtain that degree. But if the student wants an honest college course, with the A. B. degree fairly earned, let him go to a good college that stands by its advertisements, and apply for admission. If he is not ready, let him enter the preparatory school (Ohio colleges have them), and get ready. Some of our high schools prepare students for the classical course; others do not. If the gap is to be filled between many of the high schools and the colleges, it ought not to be done by having the colleges reduce their standards of admission. This the Teachers' Association ought not to ask; and I am confident would not ask, were the matter fully understood and considered. The high school men would themselves be ashamed of the college men were they to do so.

But Dr. White's report affirms that nearly all western colleges have been obliged to play "fast and loose" with their requirements for admission in Greek. If that is so, this public statement of the fact ought to put a stop to the practice. He further says that many classical colleges of good standing have for years admitted students without Greek. Though there is, no doubt, some truth in these statements, I feel certain that they are very misleading. How the faculty of an honest college which advertises two years' work in Greek as one of the requirements for admission, can take an average high school graduate who has not studied Greek, rank him as a freshman, and graduate him A. B. in four years, is a hard and serious question. What colleges do it? We cannot believe that this catch-student practice is very common. If so, Ohio colleges well deserve the poor opinion which has sometimes been expressed concerning them.

But Dr. White says that various expedients have been used to provide the necessary Greek instruction in college. Let us beware of fallacious reasoning right here. How can a student carry the regular work, and make up two years in one subject, besides? An exceptional man may do it; but to the average student it means disappointment, failure, defeat, and not seldom broken health. Regular college work is full work.

It is easy for one *sufficiently advanced in other studies*—as an average high school graduate would be—to complete the preparatory Greek in one year; and some of our institutions offer in their preparatory schools a special “fast class” for that purpose. He could also in that year review his mathematics or take more Latin—often much to be desired; or perhaps he may anticipate one freshman study, and thus gain time for outside reading, or to take an extra study above the elective point. If the old classical course of four years is to be stigmatized as “traditional,” how would a five years’ course for high school graduates suit?

The fact that some state universities begin Greek in the freshman year—thus reducing the college standard—ought not to be urged as a reason why our colleges should do so. These state institutions bear peculiar relations to the public; and their primary purpose is generally understood to be something else than liberal education, as such.

Why it should be implied, as it is in two different parts of the report, that preparatory Greek is more poorly taught than other subjects, is a question. It seems to be only an echo of the erratic tirade of George Francis Adams against the classics. The presumption that the method of teaching Greek in the high schools is not good, and the teachers are not experienced and skillful, seems particularly strange when we note that it is assumed that mathematics and natural science and even Latin will be taught so well that the results can be accepted *in place of college work!*

Let us at least be fair in these matters.

If a year can be saved in Greek by making the instruction continuous and more enthusiastic, why not

in Latin or in mathematics? It is especially assumed that the the advanced mathematics will be *well taught and not hurried*. Why so?

It appears, speaking generally, that the few schools which do teach the advanced mathematics as laid down in the scheme, are the same ones which also teach preparatory Greek. And it may fairly be asked why, if the time and teaching force can be given to accomplish the advanced mathematics proposed (which is not considered as properly a part of the high school course), that same amount of time and teaching force could not just as well be devoted to preparatory Greek. How, without "the modern laboratory and museum, appliances greatly needed in all high schools," as Dr. White admits, can natural or physical science be so taught that college professors will accept it in place of the work they do?

Apart from much troublesome irregularity which would come in the student's college work, the plan of adjustment, as proposed by the report, is in several respects more a vision in the air than a practical working system. In many other respects, as we have shown, it is excellent, and should be thankfully received.

We shall certainly agree that it is very important that well-defined distinctions be preserved in the college courses that lead to the different degrees; and that the degree of A. B. should be *prima facie* evidence that its possessor has received a classical training.

But with the idea that four years should limit the opportunities of a student for training in the Greek, we cannot agree. This language, acknowledged by scholars everywhere as the noblest vehicle of thought that the world possesses, has held a high place in the past; and in liberal education it will continue to occupy a prominent position, whatever the masses (for the most part not competent to judge) may say about it.

In recent years, by reason of the elective system, advanced work in the Greek language and literature is offered by our better colleges, the subject continuing throughout the course—in all, six years instead of four. When all other subjects are enlarging, shall we squeeze into the smallest possible space and crowd into the nar-

rowest corner this grand instrumentality of culture, in the one course in which alone it stands? The men of the college association, as indicated by the adoption of the amendment at Cleveland, think not.

The colleges of Ohio should maintain at least the present standard of the association. That standard ought to be raised rather than lowered. Whatever truth there may once have been in the published claim of a certain Northern Ohio college that it "is one of the comparatively few colleges of the west, whose standard is equal to that of the New England colleges," several Ohio institutions now contest that claim; and I know of at least one other college in Northern Ohio which will not be willing to take steps backward in the development of its educational standard. If we believe in scholarship, let not Ohio lower the flag!

It may be said that the college association is committed not only to the general features of the proposed plan, but to the special propositions as well, by its adoption of Professor King's report in 1889. It might at first seem so; still this cannot fairly be claimed. Rather, the deep interest of the college men in the closest practical relations between the high schools and the colleges (which I personally share) is thus indicated. The details of that report were not discussed. Attention was not called to the particular point now under consideration, namely, the lowering of the standard in Greek; and the association heartily approved the general purpose, spirit, and character of the report, as it did also the one made last December. The fact may also not improperly be noted, that the department of Greek has not been represented on the college association committees.

One of the recommendations adopted in 1889 well expresses the attitude of the college association: "We express to the Ohio Teachers' Association our cordial appreciation of their interest in the question, and our earnest hope that the general features of some reasonable plan of adjustment of courses may be soon agreed upon; and that we pledge our hearty co-operation in any hopeful effort to reach such an agreement."

TEACHERS FOR CITY SCHOOLS.

In the discussion of a paper on the "Qualifications and Supply of Teachers for City Schools," before the recent meeting of Superintendents at Philadelphia, Dr. E. E. White of Ohio, was called out and made a short extempore speech. The following is an abstract of his remarks:

DR. WHITE only desired to emphasize what had been so well said. The supply of the schools with competent teachers is the *essential* thing in school administration; and to this end teachers must come to their work through the door of normal training. It is high time that this principle was considered settled. Normal training must give the teacher a knowledge of guiding principles. He would give more for a young teacher who knows well a few fruitful principles of her art, than for one with a head full of cut-and-dried methods. The soul of a child can not be touched by pattern. Teaching is the art of arts.

Nor is it enough that teachers receive normal training *before* they enter upon their work. The art of teaching can not be mastered in one or two years. The school-room should be a training school, and, to this end, the superintendent should be able to lead, instruct and inspire teachers. He should set before teachers true and high ideals.

But in this guidance and training of teachers the principal is an important factor. No superintendent is large enough to reach efficiently all of the teachers in a great city. He must depend largely on his associates in the supervisory office, and especially on the principals, who stand nearest to the teachers. As a superintendent, the speaker had been discouraged on visiting a school presided over by a principal, well-meaning and earnest, but, with little or no insight into true teaching. The instruction in most of the rooms was unsatisfactory. The superintendent's best instruction had not taken root. On visiting another school with a live and competent principal, he had been delighted to find the work in the different rooms faced the right way, with cheering evidence of progress.

It is as important to have trained principals as trained teachers. The man who does not know the difference

between word-cramming and mental training ought not to be at the head of a modern school, or a system of schools. We need normal institutions of a higher grade than our present normal schools—institutions for the professional training of superintendents and principals, as well as teachers.

Next to the selection and employment of competent teachers is the duty of retiring those who can neither teach nor learn to teach, but this duty is beset with peculiar difficulties. The schools in all our cities contain teachers who can not teach. Some of these have done in the past excellent work, as measured by old standards, and they are not without reputation. Other teachers have become grooved in the service, and their minds have lost their cunning for new ideas and methods. All faithful teachers, whether successful or not, should be treated with consideration and kindness. In the course of his experience the speaker had secured the retirement of teachers without dismissing them, and this was usually possible where inefficiency is due to impaired health, old age, or other infirmity.

In this great work of elevating the professional attainments and efficiency of teachers, we must be patient, *provided we are making steady progress*. It may take twenty-five years more to reach a reasonable standard. The schools are burdened with years of mistakes and ill-directed efforts. Their correction will require time.

THE PRONUNCIATION OF LATIN.

M. R. ANDREWS.

The "Roman" pronunciation has much to commend it; there is music as well as historical probability in its tones, and these studied in the light of Grimm's Law give new meaning to many a familiar word. Besides, we may be devoutly thankful that it has been the means of banishing Latin quotations from all public addresses. No one now dares to quote Horace or Juvenal, for, whatever his pronunciation may be, some of his audience will

denounce it as barbarous. Although the weight of historical evidence turns the scale in favor of the "Roman" as a fair approximation to the Latin of Cicero, there are "reasons as plenty as blackberries" for believing that the Latin varied as much in different ages and places as the English has in the last four centuries. Even if the "Roman" pronunciation were known to be the correct reproduction of ancient Latin, it would not prove the desirability of teaching it in our high schools. The large majority of those who study Latin there do not go to any other school or college. Hence the important question is not, Which pronunciation will be best for the favored remnant who are to continue their studies in higher classes? but, Which will give most help to the greatest number? The English pronunciation of Latin proper names and of legal, botanical and medical terms is practically fixed, and no one but the most radical of "Romanists" would seek to change it; yet in the high school the pupil learns to pronounce these words for the first time. Why should we select that pronunciation whose natural tendency is to pervert his speech in the only Latin words he will use beyond his school days?

For one, I am not to be frightened by the assurance that all "advanced" schools have adopted the "Roman" pronunciation, and that therefore the question is settled. Schools and scholars are very much like sheep in their haste to be first over the fence. There was a time when "advance" thinkers saw no historical basis of truth in the Iliad, but a German merchant who was neither "critical" nor "scholarly" dug up the stones which Neptune had thrown from the walls of Troy, and many a sun-myth was wrecked or laid up for repairs.

After using the Roman pronunciation for many years, I have come back to the English, with the conviction that for preparatory students at least, it is the best because it is immediately useful.

ECONOMY OF THE VOICE IN TEACHING.

BY MR. D. B. JOHNSTONE,
Professor of Music, Glasgow.

The subject of voice production is one that should commend itself in all its phases to every teacher inspired by true nobility of thoroughness. That reform is needed is a fact sufficiently demonstrated by the quality of the speaking, singing, and reading of teachers, and taught throughout the country, not overlooking the inspectorate. Before considering the economic aspect of voice use, a sketch of the mechanism of voice and its hygienic management and control will prove helpful. Voice consists of three elements: the vibrating element, the motor element, and the resonating element. By control of the motor is meant control of the breath. There are three methods of breathing: (1) the diaphragmatic, *i. e.*, by the descent of that large muscle called the diaphragm, which serves as the floor of the chest or thorax, and the roof of the abdomen; (2) rib breathing, *i. e.*, by the extension of the ribs sideways; (3) collar-bone or clavicular breathing, *i. e.*, by raising the shoulders and upper part of the chest.

The best method, the most natural, the most healthful is a combination of the diaphragmatic and rib-breathing. When we enlarge our chests by the descent of the diaphragm and the sideways extension of the ribs, we are filling our lungs where they are large, soft, and spongy, and where there is no impediment to a much larger expansion than in ordinary respiration. The diaphragm when at rest is an arched dome over the liver and stomach; but when contracted as in deep breathing its arch becomes inverted, pressing down the viscera beneath, so making room for the enlargement at their bases of both lungs; besides we may expand and contract the lower ribs to any extent without inducing fatigue.

Collar-bone breathing is resultant upon the raising of the shoulders and the upper part of the chest, *i. e.*, filling the lungs where they are narrowest, and therefore where

full expansion or inflation is impossible; besides, the chest walls are compelled upwards against the trachea, where are situated the large arterial and venous vessels that carry the blood to and from the brain. It follows that constant pressure in that region must lead to fullness and congestion. Apart from the established fact that collar-bone breathing is superficial and worthless, it is a most pernicious, unhealthful, and inefficient method; pernicious, because the tone must of necessity be forced, jerky, and unnatural—unhealthful, because of the constant liability to clerical sore throat—and inefficient, because the lungs are not inflated in their largest and most yielding parts. Diaphragmatic or abdominal breathing should be cultivated by every voice user for another excellent reason, viz., every deep breath means a powerful descent of the diaphragm on the liver, which responds by pouring out a regular supply of bile, so preventing the clogging up of the small bile ducts. There is nothing more appetizing than vocal exercise, if earnest heed be given to deep abdominal breathing, and to respiration carried on exclusively by the nostrils.

I shall now speak, and somewhat briefly, of the vibrating element. Allow me to impress upon you that all speech and vocal sounds are produced in the larynx by the motor element; the breath being impelled against the two bands or ligaments commonly called the vocal cords. The average voice is somewhat less than two octaves in compass, but this compass is divisible into parts called registers. A register is a series of sounds produced by a certain adjustment of the vocal ligaments. Now, the great difficulty in voice training is the bridging of these registers, *i. e.*, cultivating the voice so that the change from one register to another is not disagreeably marked; in other words, cultivation means an equalization of the quality of tone throughout the entire compass of any voice. When it is considered, as an authority states, "that the muscles which control the vocal cords are innumerable, and that no amount of macerating or teasing out with pincers will ever bring us nearer finality, and, moreover, that no two voices have their laryngeal muscles arranged in precisely the same manner, it will

readily be understood why voices differ so much in quality and compass."

The resonating element consists, roughly speaking, of the pharynx, the nasal cavities, and the mouth. The pharynx may be seen at the back of the open mouth; it is a kind of sounding board for the voice. The nasal cavities consist of channels, irregular in construction, contrived to temperate the air, so that cold air is warmed before entering the larynx; they are lined with a mucous membrane, having little projections called cilia, which constantly move backwards and forwards, arresting the impurities of the atmosphere. The mouth, or variable cavity, is the real resonance chamber of the voice; and being that part of the resonating element which is especially under will control, and which plays the most important part in tone modification, it will be necessary to thoroughly understand its value in this connection; and this brings us to the hygienic management and control of the voice. The mouth for the production of a truly noble tone must be opened widely. The student provided with a hand mirror should stand so that a good stream of light is directed into the mouth to enable him to see that the tongue is perfectly flat and motionless; this condition of the tongue being absolutely essential to pure tone production, for if the tongue rise at either extremity, the tone will be impure and unsatisfactory, because the resonance chamber has been reduced in size. You are all, doubtless, familiar with the term "throaty tone." This kind of production is the result of a humped tongue; with some speakers and singers the hump is at the root of the tongue, with others it is at the tip. Speech or vocal exercise carried on under these conditions is positively worthless, and not only worthless, but injurious to the voice and general health.

I must now refer to the manner of taking breath. In the story of Eden it is stated that God breathed into man's nostrils the breath of life, and man became a living soul. This is the natural law. If we disobey natural law, we suffer punishment; "what a man soweth, that shall he also reap." We have it on the excellent authority of George Catlin, the North American traveller

(whose book, entitled, "Shut your mouth and save your life," should be in the possession of every teacher, clergyman, and mother), that breathing by the mouth is practiced only in civilized communities. The poor Indian mother, as she lowers her babe from her breast, presses the little lips together as it falls asleep in the open air; she adheres to natural law in this respect, and the beneficial results are seen in the fine manly forms, the exquisite teeth, and exemption from mental and physical disease. The careful, tender mother, in civilized society, in pursuance of an inherited tradition, lays her child down to sleep in an over-heated, badly ventilated room; she covers the little face with something soft and warm. In her ignorant love she excludes the life-giving air in every possible way, treating it as the worst enemy of her little darling; and so she lays the foundation of pain and weakness, in after life, of bad teeth and a disfigured face. It is interesting to watch the faces of our fellow pedestrians; to note the fact that seventy-five percent have their mouths constantly open. Day and night these people are drawing in draughts of impure, untempered air, and that, through one of the most delicately adjusted parts of the divinely formed human mechanism; no wonder the savages call us pale faces and black mouths.

I cannot over-estimate the importance of carrying on respiration exclusively by the nostrils, or the beneficial results consequent upon its adoption by voice users. By this natural method the voice improves in quality and compass. The fatigue experienced by most teachers after long continued voice use, becomes a thing of the past; because the vocal cords are kept in that state of natural moisture essential to vibration without strain, and the air which enters the larynx is tempered and purified previous to its becoming the motor power of the intricate delicately adjusted vocal mechanism.

Charles James Plumptre, in his King's College lectures, tells a good story of George Frederick Cooke, an eminent tragedian, who, in the early part of this century, seemed likely to rival even John Kemble himself. Cooke possessed a singularly powerful and expressive voice, which, after great exertion on the stage, never showed

signs of hoarseness or symptoms of flagging, although he led a most intemperate life, the irregularity of which drove him to America. On his deathbed he revealed the secret of his successful and economic voice use to Broster, a brother actor, whose kindness and care had placed him under deep obligation. The secret was that under all circumstances he had carried on respiration exclusively by the nostrils.

Broster returned to England as a professor of elocution, and communicated the secret only under solemn oath to those pupils who were willing to pay the large fee demanded. The difficulty of establishing the habit of respiration by the nostrils is very great indeed, and is by no means easily overcome. We shall suppose that you desire to begin the cultivation of this natural, healthful, economic habit. Your first decision must be that you will inhale only by the nostrils, and that slowly and evenly, no matter what the difficulties you may require to overcome. Your second decision, that your last waking thought shall be given to a most determined effort to keep your mouth firmly shut during your sleeping hours. Your third decision, that if you fail night after night you will night after night anew determine to succeed. These resolves faithfully kept would mean for all greater ease and comfort in daily work; for many, a new lease of life.

Catlin says, "When you are in a theater you will observe that most persons in the pit looking up to the gallery will have their mouths wide open, and those in the gallery looking down into the pit will be as sure to have their mouths shut." Then when you lay your head upon the pillow advance it forward so as to imagine yourself looking from the gallery of a theater into the pit and you have all the secrets, with those before mentioned, for dispelling from you the most abominable habit that ever attached itself to the human race.

Soft singing with a flat tongue, a straight, forward direction of the breath, and a complete avoidance of straining, are the fundamental tenets of voice training. We only require to prescribe the daily practice of those sounds which you can produce most easily to assure you

of a daily improvement in the quality and quantity of tone, not only of the singing, but also of the speaking voice; because that man speaks most effectively and to the largest audience who speaks most musically. By this I mean that sweet sequence of sound which gives each vowel its natural shape and each word its emphasis according to its grammatical importance. For the public speaker, the practice of the scale of D on the open sound "ah," as in father, will work wonders, if in his practice he works for quality, not quantity. "Purity is power," and it can only become ours by constantly aiming at the production of sounds which are individually beautiful, and are the result of the minimum effort. We find, in training the speaking voice, that direction of the breath is one of the great difficulties, and we have had the most excellent results by giving a whispering exercise, taking care to exaggerate the articulation of the initial and final consonants, and to dwell proportionately on each vowel sound. Of course, the practice of all the vowel sounds dissociated from consonants is a necessity. The order we have found best is *ah, oh, ai, ee, oo*. The practice of the following consonants in the order given is most valuable for acquiring distinctness of articulation: *p, b, t, d, k*. This should be followed by the practice of these consonants as initials and finals, in combination with all the vowels.

In these days we are too much in a hurry to spend the time necessary for thorough voice culture. Hence, our clergymen, our university professors, our lawyers, and our schoolmasters, begin their professional life severely handicapped. The clergyman, ignorant of tone color, teaches the most beautiful philosophy of the ages in the most unbeautiful tones; the university professor jerks out his scientific facts as if the diaphragm were no part of the human organism; the lawyer generally fails to make himself heard by the audience of a dozen or so in the jury box; the schoolmaster spends ten times the effort, consequently ten times the nervous force, necessary to make himself heard by his youthful audience, and so day by day his voice, instead of improving as it should, deteriorates in quality until it acquires that hard

unsympathetic clang best defined by the term "domine tone."

At this point you naturally ask how we teachers are to acquire naturalness of speech and sympathy of tone. We reply, by constant watchfulness. Be careful to carry on respiration exclusively by the nostrils; be watchful over the downward movement of the chin; be sure that you articulate the initial and final consonants, and that every vowel sound gets its true value. Direction of tone is a matter of greater importance than intensity of tone, so far as carrying power is concerned. This being so, let us cultivate a straight-forward direction without an exaggerated intensity, and we will be laying a sure foundation of true economic voice use. In other words, let us discover the pitch and intensity of voice which we would adopt in reading a favorite passage to a friend, and let that pitch and intensity become our normal tone in all our professional work; and our pupils will unconsciously imitate. A noisy, loud-voiced teacher will certainly have noisy, loud-voiced pupils.

The transition from the speaking to the singing voice is almost imperceptible, because the organs of speech and song are identical. In speech there is no fixed periodicity of vibration, in song there is; but there is no readjustment of the vocal apparatus necessary for the production of a musical sound; there is fixity of that which before was non-fixity. As musical sounds travel further than speech sounds, it follows that the speaking voice which most nearly approximates itself to the singing voice must command the largest audience; therefore, the speaker who constantly endeavors after the most musical speech sounds is he who will be heard, and most agreeably heard, by the farthest of his auditors. The vowels may be termed the soul of speech, but the consonants are as essential to true utterance as the body is to the expression of the soul. This, seemingly, is not understood or appreciated by public speakers; their efforts are generally directed towards largeness of tone. Now, every big sound must by natural law have a big reflection. The loud, rapid speaker forgets that the reflection must have some little time allowed for the

diminution of its intensity before he can launch another loud sound on the atmospheric medium, and the consequence is that he, conscious of the chaos of resultant indistinctness, becomes louder and more rapid in his utterance, and so institutes a kind of battle between the consecutive sounds and their several reflections. The accomplished actor almost whispers "O Desdemona, Desdemona," and is heard throughout our largest theaters, although his back is to the auditorium, and the couch of Desdemona far back upon the stage, *i. e.*, the audience receives the reflection of a sound almost a whisper. In this there is a splendid lesson on the importance of direction of tone.

My object has been to enlist your sympathy in this important subject of voice culture, and so, perhaps, gain your earnest co-operation in the work of revolutionizing the speech and song of the coming generation. Every effort contributing to a wider culture, to a truer beauty, to a higher intensity, adds to the forces that dispel the night of ignorance and non-culture, that ring out the false and ring in the true. Believing, as I do most firmly, that in your hands is the coming culture in almost every direction, I plead for a new departure, a most important departure. My aim is not only to outline a method by which you yourselves may be enabled to arrive at present results with a tenth of the present expense of nervous force, but to ask you to take a new view of the grave responsibility that rests upon you of training the thousands of charming voices that day by day, through no fault of yours, are being largely deteriorated for life by the present method or rather want of method of voice production. Experience compels me to assert that until the speaking voice receives the attention it merits at your hands the singing voice can never consummate the splendid possibility it contains, of being the charm of thousands of homes.

We can hope for this consummation only when we see the elementary teacher making a determined effort to banish noisy reading, noisy repetition, and noisy speaking, from the schoolroom and insisting on the almighty

plan of nostril respiration by every child, he himself remembering that example is better than precept.—*London Schoolmaster.*

J. S. CAMPBELL.

BY PROF. E. T. NELSON.

Rev. J. S. Campbell, the subject of this short sketch, was born in Brown County, Ohio, May 7, 1827. After receiving a general education, he entered Marietta College, from which he was graduated in 1847. He then entered Princeton (N. J.) Theological Seminary, and completed the course of study in 1850. The next twelve years of his life were spent as a pastor in the Presbyterian Church, his appointments being Winchester and Felicity. During part of this time, Mr. Campbell served both as pastor and as superintendent of schools. In 1863 he left the pastorate and entered upon teaching as his regular life work. The next two years were spent in South Charleston, and in 1865 he removed to Delaware. The schools of the place were in good condition, but the new superintendent entered upon his work with enthusiasm and the fixed determination to make them better and equal to the best in the State. A ripe scholar, a christian gentleman, a man of affairs, he drew around him an able corps of teachers and won the esteem of all classes.

Perhaps no other city in Ohio can boast of such continued peace in school circles. For twenty-six years Mr. Campbell held his position unquestioned and without effort, though the political complexion of his board changed from time to time; and he could have held his place for twenty-six years to come, had health and strength been given him.

A single incident will illustrate his popularity. Delaware is a Republican city, and the school board is generally controlled by gentlemen of that political faith. At an election, held a few years ago, a Democrat was successful. His first official act was to move, "in behalf of

the party he represented," that Mr. Campbell be re-elected superintendent for three years. So has it been during all of this long career of more than a quarter of a century. The reasons for his great success are upon the surface. He was a man of one work; he lived in and for the public schools of Delaware. He was a man of the highest christian character; he so impressed pupils, parents and teachers. Though a Presbyterian minister, frequently exercising his gifts, he was at home with the people of all other denominations, and was greatly beloved by all. His life is an example for imitation, and as such is commended to the teachers of Ohio. In January, failing health compelled him to offer his resignation. It was accepted, to take effect on the first of February. Freedom from labors did not bring restoration to health, and he died March 4th. The funeral services were held in the Methodist church, which was offered for the occasion. Teachers, graduates and citizens followed the body, while children scattered flowers along the way.

PRIMARY DEPARTMENT.

TEMPERANCE PHYSIOLOGY FOR SIX-YEAR-OLDS.

The little people who are just starting out on their educational journey, have their attention first called to words and pictures. When asked how they can tell the one from the other, they tell you that they can see. "How do they see?" Oh, they all have eyes! This gives you an opportunity to bring out all the beauties of the eye—its structure, its uses, and its clearness—how the soul looks out, while the surroundings are taken in. How the eye becomes bleared, and nothing looks as God intended it should, to one who uses strong drink, forms the first temperance lesson.

Next, it is brought out that they are able to tell you what they see by the use of the mouth. This furnishes enough material for many lessons. We talk of the organs of speech, the uses of the voice, and above all the

purity of the mouth. How this organ betrays to others the thoughts and workings of the inner life!

To keep it pure we must avoid chewing, which poisons the breath, discolors the teeth, gives a filthy appearance to the mouth, causes wives and mothers extra work, and makes stores and street-corners unpleasant. We must also avoid smoking, which is injurious to health, and uses money in "nothing but smoke," that would buy libraries, homes, and many comforts. "Nothing but smoke" is hardly correct, as we all know that many smokers have received in return for the indulgence, unsteady nerves, cancerous sores and shortened lives.

Some of the little ones will say, "My papa uses tobacco." "Yes," we answer, "we know many good people who use tobacco, who wish they had never formed a habit they find hard to leave off. But how many of you have parents who will be angry, or even sorry if you do not use it? Not one! No, rather the answers are, "They don't want me to use tobacco or strong drink." Then, to see the little lips pressed firmly together, after adding earnestly, "And I don't intend to," does the heart of the teacher good, and causes a petition to go up, that they may be kept firm in these resolves. Not unfrequently a child remarks, "My papa used to use tobacco, but has stopped, for he says he don't want his boys to learn." One little boy, who, in the fall, would sometimes say, "My papa smokes, and I should like to be just like my papa, but I'll not use tobacco, I'll smoke paper," has decided to give up the paper, also, as his papa thinks he can be a man without smoking at all.

How we wish every teacher could say with us, that very few of our pupils have ever seen a drunken person. No saloon-keeper is allowed to remain in our village, therefore, we have no children coming from homes where liquor is sold. We only wish we could say, from homes where it is not used, but such is not the case. Still, even the youngest seem to understand that the use of strong drink is wrong, and are willing to talk of the evils of it.

From the mouth we are led to the digestive organs and the effect of narcotics upon them.

The blood is not helped in any way, by either tobacco or drink. Good blood is necessary for the proper growth of the bones; therefore, the bones have not a fair chance if the blood is clogged, or, if it is made up of that which is not wholesome. The muscles become weak and flabby; the nerves, which are the little telephone wires that keep the brain informed of all that interests the body, become unsteady, and do not do their work properly; the brain, which should be kept clear and bright, becomes dull and drowsy, or dizzy, so that many things are done by persons under the influence of drink that would not be done were the brain in its proper condition.

A mere outline of our work, is all we have attempted in this sketch.

This "House we live in," is so wonderful in its structure, so full of interesting lessons on its care, its temperance principles in all things, that the subject seems inexhaustible.

ANNA M. TORRENCE.

Clifton, Greene Co., O.

OTHER PERPLEXITIES.

BY ANOTHER TEACHER.

Not being among those invited to join in suggesting plans for teaching temperance physiology to the little children, I shall add something to what our "excellent teacher in a large city" writes of the difficulties to be met. These difficulties do not come entirely from presenting the subject to those children who come from the lower classes of our great cities, from the children of the saloon-keepers, or from the children of foreigners. All these children had been considered in a class of young ladies who were giving serious thought to this important subject, and every means had been taken to inculcate the spirit of being "wise as serpents and harmless as doves."

The day of putting theories into practice had come. The writer was present when a bright, thoughtful girl was giving, in a D Primary school, a simple lesson on the injurious effects of alcohol upon the stomach. The

children had previously had some simple lessons in regard to the stomach, had been much interested in the same, and had amused and instructed (?) their elders at home by their sage remarks on the subject. This lesson began with naming some of the drinks in which alcohol is to be found. Beer had been named among them. The teacher began to tell that alcohol would injure the stomach so that it would not do its work well, and had inquired from the children what would happen if it did not do its work properly, and the answer had come promptly that "a person would get sick when his stomach did not do its work." At this stage in the proceedings, a lovely little boy between six and seven years of age, distinguished for unusual thought and quaint modes of expression, perfectly sincere in speech, never saying anything for effect, from a refined and cultured home, raised his hand for permission to speak.

"What is it, dear?" said Miss T.

"Beer doesn't always make people sick, for my mamma takes it and it does not make her sick."

"The doctor has found some special reason why your mother needed it when sick, and has told her to take it, I think," said Miss T.

"No, the doctor didn't tell her to take it. Papa did."

"Well, the doctor told your father to tell her to do so, I am sure; and it is a different thing to take a thing when the doctor gives it as medicine from taking it just to drink because you want it."

Solemnly and sweetly then on the quiet air of an intensely interested school came "I don't know; but my mamma always takes beer when she is *nursing babies*."

TEMPERANCE INSTRUCTION.

MRS. M. HARRIS.

I read with interest the article "In Perplexity," published in the MONTHLY. I find "temperance physiology" the hardest part of physiology to teach to beginners; and yet it is the most important. I believe temperance in *all* things should be taught, and the earlier the better.

The article referred to has caused me to examine myself, and ask how I have been teaching this all important subject, and how I ought to teach it. If the parents of our pupils had been faithfully taught temperance in their youth, and the danger of even an occasional glass, there would have been fewer inebriates now. I am filled with awe sometimes when I think of the responsibility resting on me as a primary teacher.

Here are some review questions with the answers I have received from pupils at different times :

Tr. What does each of us own?

Ch. A little house.

Tr. Who lives in these little houses?

Ch. We do.

Tr. What are you going to do for your house?

Ch. Keep it well. Treat it well.

Tr. How will you treat it well?

Ch. Keep it clean and neat. Come to school clean. Keep clean all the time. Stay out of the rain. Take care not to get our feet or clothes wet.

Tr. Suppose it rains when you want to come to school?

Ch. Wear rubber boots or shoes, and gossamers or overcoats, use umbrellas.

Tr. Tell me some of the things you must not do.

Ch. We must not play too hard and then stay in the cold. We must not eat too much. We must not eat too much candy. It will make us sick and make our teeth decay.

Tr. Anything else?

Ch. We must not chew tobacco or smoke.

Tr. Why?

Ch. It will make us sick. It will make our teeth dirty and dark, and our skin yellow.

Tr. Anything else you must not do?

Ch. We must not drink wine, beer, whisky or hard cider.

Tr. Why?

Ch. They will do us harm.

Tr. What is in each one of these?

Ch. Alcohol.

Tr. What will alcohol do?

Ch. It will poison our blood.

Tr. If the blood is poisoned, then what?

Ch. Our bodies will not grow well. We will not grow to be nice men and women, if we drink and use tobacco.

Tr. What will alcohol do to the brain and stomach?

Ch. It will burn them.

Tr. What will alcohol do to an egg?

Ch. It will cook it.

Tr. Can any one work as well that uses these things?

Ch. No ma'am.

While having these talks, there often come from different parts of the room, "I won't drink," "I'll never use tobacco;" but I do not ask them to make these promises. The first boy, this winter, to say, "while I am a boy, and when I get to be a man, I'll never use tobacco," was one who has told me at different times of his father's giving him whisky sling, beer, and wine. He never says, "I will not drink," but he seems thoughtful when we are on that subject.

I do not believe there is one drunkard in a hundred who would not say in his sober moments, "I do not want my child to become a drunkard."

Little memory verses can be taught children that will go with them through life. Here is one I have commenced teaching my children:

This body God has given me,
Of it I'll take good care,
By eating only food that's good,
And taking pure fresh air;
I'll never think of touching drink
Of alcoholic kind,
Nor will I use tobacco vile,
For these no use I find.
I want to grow so strong and well,
That when you look at me,
You'll say, "there goes a temperance boy,
He looks like one, you see."

Akron, O.

HOW I VIEW IT.

I was much interested in the letter from a perplexed primary teacher. As I have experienced the same difficulty, I know how to sympathize with her in her wish to know just what is the best thing to do. I am sure most, perhaps all, primary teachers have experienced the same difficulty. Especially have we felt our weakness when we look into the faces of trusting little ones whose fathers (and, alas that we should say so, mothers too) are guilty not only of selling the vile poison but also of drinking it.

For my own part, after considerable thought, I have solved the problem in a way which seems to me right.

When we teach children to be truthful and honest in deed and word, we meet the same difficulties we encounter in teaching temperance. As a rule, the children who come from homes polluted with rum and tobacco, are accustomed to an atmosphere of falsehood and dishonesty. We do not hesitate to impress on the minds of these same children the necessity and benefits of always being truthful and honorable. Why then need we neglect the no less important lessons of temperance and cleanliness? I say cleanliness, because "not all the perfumes of Arabia can sweeten" a body polluted with rum and tobacco. The child may have less faith in its parents, but is that not better than to become addicted to these vices?

Personalities should be avoided, and every opportunity to teach reverence and respect for parents and obedience to superiors should be improved. This is sadly needed in this age. We know not what influence we may have on our little ones, nor what they in turn may be able to do for the betterment of their wretched homes. Quite frequently we hear or read of the influence of some little child in reclaiming a fallen father.

These children will, in a very few years, awaken to the fact that their parents are guilty of a great evil, and will to that extent lose faith in them. With our present way of teaching physiology this day must come very soon to many of our school children. Why need we lose one precious year, and that the most valuable year, in some

repsects, of the child's life? Why not begin this important work the first year, nay, the very first week?

The question to be decided is whether this is our duty. If it is, then it must be performed regardless of consequences.

"Speak the truth, it makes no matter
Whether men forbear or hear;
God is listening, and will honor
Every utterance sincere.
Speak it *kindly*, and the spirit
Of the Christ shall grace impart,
So your *words* and *life* together
Shall establish many a heart."

Am I not right in regard to this matter?

I leave the verdict to be given by the council of primary teachers.

Leetonia, O.

MARY SINCLAIR.

EASY QUESTIONS FOR LITTLE CHILDREN ON MISCELLANEOUS SUBJECTS.—1. How many inches long is the yard stick? 2. How many feet long is the yard stick? 3. In what month is New Year's day? 4. In what season is New Year's day? 5. In what season is Fourth of July? 6. In what season is Christmas Day? 7. In what month is Christmas Day? 8. Name five yellow flowers. 9. Name five white flowers. 10. Name five red flowers. 11. Name three double flowers. 12. Name five kinds of berries. 13. Name five kinds of vegetables. 14. Name five kinds of fruit trees. 15. Name three large flowers. 16. Name three small flowers. 17. Name three fragrant flowers. 18. Name three flowers not fragrant. 19. Name six things needed in a kitchen. 20. Name six things useful in the sitting room. 21. Name three shades of red. 22. Name two shades of yellow. 23. How many twos in half a dozen? 24. How many fives in a score? 25. How many five cent pieces in a quarter of a dollar? 26. How many tens in a score? 27. How much is one hundred times nothing? 28. What names of days have *n* in them? 29. The names of what months have *s* in them? 30. What is a young cat called? 31. What is a young dog called? 32. What is a young bear called?—*Silent Educator.*

NOTES AND QUERIES.

NO MAN'S LAND.

"No Man's Land" was ceded by Texas to the United States, and has been classed geographically with the Indian Territory for convenience. For forty years or more the country has been without a name and without law. Even the land laws of the United States do not cover its nearly 4,000,000 fertile acres. Those who are now living there enjoy to the fullest extent the squatter sovereignty extolled by Stephen A. Douglas, and the great Illinois senator is responsible for it. In fixing up the boundaries during the territorial legislation, in which he took a leading part, this strip of land, containing 5,761 square miles, was left out entirely, and from that day has been absolutely without government. The population has grown to 10,000, without law or lawyers.

A provisional government was established in March, 1887, and the name of Cimarron, after its principle river, was given the territory. The provisional council was re-elected November 8, at which time Owen G. Chase was elected a delegate to Congress. Soon after the opening of the Fiftieth Congress, a bill for its organization, under the name of Cimarron, was introduced and referred to the Committee on Territories.

F. J. BECK.

QUERY 191 AGAIN.

This query originated in this way: I asked my teachers, in their reports, to write, in the column marked "Months," 1—3, to designate the first three months. One teacher took exception to this, and claimed that the word *inclusive* should follow the expression, and that there was authority for its use. He sent the question to the MONTHLY as a query. In the last number I see "my interpretation" given as authority, and a dictionary quoted as to the word *inclusive*, which is not in the expression and has no place there. For this view, I refer the writer in the last number to the following authorities, which I happen to have at hand, and give the pages that he may readily find each. These authorities say the extremes are included and the word *inclusive* is not required: Worcester's Dictionary, 2nd definition of

ellipsis; Century Dictionary, 7th definition of dash; Kellogg's Rhetoric, page 28; Raub's Rhetoric, page 44; Hart's Rhetoric, page 49; Lockwood's Rhetoric, page 239; Tower's Grammar, page 220; Kerl's Grammar, page 342; Greene's Grammar, page 214; Bullion's Grammar, page 277; Chandler's Grammar, page 227; Harvey's Grammar, page 248.

Whether the extreme terms are included entirely, or just in part, as when referring to years, or pages, depends upon circumstances, but this is left to the common sense of the reader. As the contraction stands, the authorities I have say the extremes are included. If any authority says differently, I shall be glad to have it cited.

W. W. WEAVER.

QUERIES ANSWERED.

Q. 111.—Messrs. Mudd, Arnold and O'Laughlin were sentenced for life, and Spangler for six years. F. F. M.

This does not answer the query.

Q. 212.—The fog that saved the American army, after the battle of Long Island, and the rising of the Catawba, Yadkin and Dan rivers in Cornwallis' pursuit of Gen. Morgan.

W. S. JONES.

The destruction of the Spanish Invincible Armada, the sudden rise of the rivers in the retreat of General Greene before Cornwallis, the completion and voyage of the Monitor in an opportune time, are events which not only *seem* providential, but *are* providential. Let brother F. J. B. read that old book, Read's *The Hand of God in History*, and he will see the philosophy of history from a beautiful side, and not get superstitious either.

Carey, Ohio.

R. F. BEAUSAY.

Q. 214.—Declension and conjugation are not properties of the parts of speech to which they are applied; they are only inflections to indicate properties. J. H. SHRIBER.

Declension and conjugation are not properties, but mere names given to the variations of the parts of speech to which they belong.

J. D. ALEXANDER.

Answers to same effect by W. S. Jones and F. F. M.

Q. 215.—"Used" is a regular, intransitive verb in the indicative mode. "To go" is an infinitive used in the construction of an adverb modifying "used."

W. S. JONES.

"Used" is a regular, intransitive verb, agreeing with its subject *he*. "To go" is an irregular intransitive verb, infinitive mode, present tense, used as a noun; objective, governed by the preposition *to* or *for* understood.
—*Parser's Manual*. F. J. BECK.

J. H. Shriber agrees with W. S. Jones.

Q. 216.—A noun may take the possessive case by apposition. Ex. That was Washington the statesman's opinion.

E. C. HEDRICK.

And so say R. F. Beausay, F. J. Beck, J. H. Shriber, W. S. Jones, Will Leonard, Fee Naylor, W. F. D., F. F. M. and J. C. S.

Q. 217.—"To go" is a verb; irregular; intransitive; inf. mode; it depends upon "knows" understood.

"Die" is a verb; regular; intransitive; inf. mode; it depends upon "is born" understood. F. J. BECK.

"To go" is an infinitive, used as a noun, nom. case, subject of *is* understood.

"To die" is an infinitive, used as an adverb and depends upon *is born*. W. F. D.

Q. 218.—Having sold two-fifths of ten-elevenths, or four-elevenths, he would have remaining seven-elevenths, which is three and one-half fifths of ten-elevenths.

U. F. HOURIET.

$\frac{1}{5}$ of $\frac{1}{11} = \frac{1}{55}$, $\frac{2}{5}$ of $\frac{1}{11} = \frac{2}{55}$, amount sold. $\frac{1}{11} - \frac{2}{55} = \frac{3}{55}$, amount remaining. $\frac{3}{55} \div \frac{1}{11} = 3\frac{1}{5}$. Hence, he had $3\frac{1}{5}$ fifths of $\frac{1}{11}$ remaining. E. F. KORNES.

Correct answers and some neat solutions by Geo. H. Bratten, Will Leonard, J. S. Beck, C. E. Arbuckle, J. H. Shriber, W. S. Jones, A. W. Breyley, Edw. Sauvain, C. F. Hanselman, and J. C. S. E. C. Hedrick, J. D. Alexander, F. J. Beck, and Fee Naylor miss the mark.

Q. 219.—As answers received do not make the matter any more clear than the ordinary text-books, they are omitted.—ED.

Q. 220.—According to the conditions of the problem, every two rods of fence costs \$1.00, and also represents an acre of land; and since the field is square and fenced on four sides, it is evident that every half rod in length or breadth will represent an acre; therefore, $160\text{rd} \div \frac{1}{2} = 320\text{rd}$, length of one side; from which we find the area 640 acres.

Rule: Multiply 160 by four times the number of dollars per rod. The product will be the length of one side.

ISAAC RUBY.

Same result and a variety of solutions by U. F. Houriet, J. H. Shriber, Will Leonard, C. E. Arbuckle, E. C. Hedrick, A. W. Breyley, C. F. Hanselman, E. F. Koons, James H. McGohan, J. S. Beck, F. F. Main, J. D. Alexander, F. J. Beck, S. P. H., J. C. S. and G. M. H.

QUERIES.

Contributions for this department should reach the editor before the 20th of the month.

Write on but one side of the paper and write plainly.

Attach signature to each query and each answer to a query, and leave sufficient space between items for clipping apart.—ED.

221. Can a superintendent and a member of the board of education act together on a city board of examiners?

R. C. W.

222. Can a woman be appointed to the position of member of local board of examiners?

Id.

223. Has the law been changed requiring five years of experience as a teacher, as a requisite qualification for appointment on the local board of examiners?

Id.

224. Who determines what the course of study shall be in country schools? In case there is none, what authority has the teacher in requiring pupils to take certain studies?

Id.

225. Does the compulsory school law determine specifically what studies shall be taught in the common schools?

Id.

226. How much may a pupil be absent from school unnecessarily, and still evade the truant law?

Id.

227. What authority has an individual member of a school board over teachers and pupils?

E. M. G.

228. The township board adopts a series of text books, and the local directors instruct the teacher not to use them. What is the teacher to do?

A. L. B.

229. How many township high schools are there in Ohio? And how many township districts are organized on the village plan?

R. T. G.

230. To what extent should school examiners be influenced by the wishes of school directors, in the matter of licensing teachers?

A. L. B.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

"The Teacher and the School" is intermitted this month to make room for other matter. It will be resumed later. We ask for the article on the "Management of the Voice in Teaching" a careful reading. The subject has received less attention than its importance demands. Prof. Shipman gives the high school and college question another turning over. Superintendents and high school teachers will be interested in what he says. Our "Primary Department" contains help for all "in perplexity" about temperance instruction for the little people, and of this there is more to follow.

A writer in *The Student* suggests that a teacher should be an expert, and that an outsider has no more right to an opinion about teaching than one who is not a lawyer has to an opinion about law. It follows that any attempt on the part of school committees to interfere in the details of school management is always attended with loss. It is true that the teacher must teach, and he must teach in his own way; but he should not indulge the feeling of self-sufficiency to the extent of repelling all counsel or suggestion. One may become over-jealous of his own prerogative. A view from the outside is sometimes broader and clearer than any obtained from the inside. Officious meddling on the part of school committees and haughty arrogance on the part of teachers are alike contemptible.

DIRECTORS' NUMBER.

As announced last month, our next issue will be a Directors' Number. It will be devoted mainly to the powers and duties of directors, their relations to teachers, and phases of school work in which directors are more particularly interested. The suggestion came originally from a well-known teacher and superintendent,

prompted, no doubt, by a feeling of the need of co-operation between directors and teachers.

Several contributions are already in hand and others are promised. We feel warranted in saying that the number will be one of more than ordinary interest and value to teachers as well as directors.

Our friends who have the opportunity of bringing the matter to the attention of directors are requested to do so. We will supply extra copies of that issue at the following rates:

Single copy	-	-	-	15 cents.
3 copies	-	-	-	40 "
6 copies	-	-	-	75 "
10 copies	-	-	-	\$1.00

Orders for extra copies should come in as early as practicable (by April 15 if possible), that we may know how large an edition to print. We hope to reach a large number of directors.

HOW TO TEACH READING.

Superintendent Shawan, in his annual report of the Columbus schools, says some things worth repeating, on the subject of reading. He commends the care with which the teachers are accustomed to prepare their reading lessons, and the skill with which they lead the children to analyze the thought of the lesson. The value of such work cannot be too highly estimated. A few lessons mastered in this way are more valuable for purposes of thought-getting than many lessons superficially read at sight, yet sight reading has a special value of its own. The wise teacher will use both methods—the first to make thoughtful readers; the second to cultivate confidence and self-reliance. Greater interest and enthusiasm will also be secured by combining the two.

"Classics for Children" were introduced as supplementary reading matter. The object was, *first*, to afford sufficient practice to familiarize the pupils with words in different relations. The practice of re-reading the same lessons until they have been committed to memory begets habits of inattention and carelessness. The *second* object was to cultivate a taste for good reading. If the pupils get nothing else from their schooling than the ability to read and a taste for good reading, they are amply repaid for their time and labor. With an entertaining and instructive book, one is sure of good company and of good thoughts. The trashy and vile literature printed and sold to children is alarming. Parents and teachers should unite in forming a taste for literature that will increase knowledge and elevate the moral sense.

The supplementary reading is not used for purposes of elocutionary drill, but for practice in sight reading and to form a correct literary taste.

IN THE MIAMI VALLEY.

The city school superintendents of Western Ohio held their sixteenth semi-annual meeting at Dayton, March 12, 13 and 14. The editor of the MONTHLY was there for pleasure and profit, and was well repaid for going. It was one of the most spirited and profitable educational gatherings we ever attended.

The sessions were held in the parlors of the Phillips House, about fifty superintendents being in attendance. The most northern point represented was Napoleon, the most eastern Delaware, and the most southern New Richmond. Some of the former meetings were attended by Indiana superintendents, but that state was not represented on this occasion.

The following list of those in attendance is as nearly complete as we are able to make it: C. W. Bennett, Piqua; John Hancock, Columbus; Alston Ellis, Hamilton; E. B. Cox, Xenia; H. A. Myers, Miamisburg; M. A. Yarnell, Sidney; E. M. Van Cleve, South Charleston; J. M. Reason, West Liberty; J. F. Fenton, Germantown; W. J. White, Dayton; C. L. Van Cleve, Troy; F. S. Alley, New Paris; N. H. Chaney, Washington, C. H.; H. Bennett, Franklin; H. Whitworth, Bellefontaine; D. E. Cowgill, Delaware; M. J. Flannery, Jamestown; G. A. Hubbell, Fairfield; S. S. Gabriel, Osborn; J. F. Bartmess, Tippecanoe City; O. T. Corson, Columbus; J. C. Ridge, Waynesville; B. B. Harlan, Middletown; J. P. Sharkey, Eaton; J. T. Tuttle, Dayton; Geo. B. Bolenbaugh, New Richmond; J. S. Arnott, Greenfield; F. Gillum Cromer, Greenville; F. G. Shuey, Camden; W. W. Weaver, Napoleon; A. C. Deuel, Urbana; J. M. Bunker, Union City; R. W. Mitchell, Alpha; P. C. Zemer, Ansonia; J. D. Simkins, St. Mary's; J. H. Snyder, Tiffin; H. L. Frank, Fostoria; S. A. Minnich, Arcanum; F. G. Steele, Xenia; J. W. Mackinnon, London; C. W. Williamson, Wapakoneta; C. L. Loos, Dayton; Miss Belle Westfall, Dayton; Mrs. Marie Jacque Kumler, Dayton.

The following list of topics was printed and sent out in connection with the announcement of the meeting. Each topic is followed by the name of the person suggesting it.

1. What should be the qualifications of teachers in city and town districts? (Hancock.)
2. What should be the qualifications of county examiners? (Hancock.)
3. Examination of teachers. (Ellis.)
4. Promotion of pupils—how often and upon what basis? (Ellis.)
5. Where and how can the best preparation for teaching be obtained? (Johnson.)
6. By what kind of service can the time of a superintendent be made most profitable to the schools? (Johnson.)
7. What school records are necessary and how should they be kept? (Cromer.)
8. Should public exercises be given by the school children? If so, what should be the character of the exercises? (Cromer.)

9. Do we have a logical and systematic course of study in language for the lower grades? (Sharkey.)
10. Directors' day at County Institutes. (Sharkey.)
11. General plans and suggestions for Institute Committees. (Sharkey.)
12. Is it right for teachers, as a mode of discipline, to exact from pupils promises as to their future conduct in school? (Chaney.)
13. What are the usual methods of suppressing communications in the higher grades? (Chaney.)
14. How can the O. T. R. C. be best conducted? (Yarnell.)
15. What are the foundations of the "present literature fad?" (Yarnell.)
16. What should be the requirements for graduation from the public school? (Yarnell.)
17. What should comprise a course of study for Grammar and Primary Grades? (Taylor.)
18. How manage the German instruction? (Harlan.)
19. Should teachers be allowed to remain year after year in the same grade? (Harlan.)
20. Commencement Exercises. (Stewart.)
21. Shall we have free text books? (H. Bennett.)
22. How shall teachers secure a longer tenure of office? (H. Bennett.)
23. How to have the best teachers' meetings. (Major.)
24. Through what years of the common school course should instruction in penmanship be given? (Cowgill.)
25. How make County Associations attractive? (E. M. Van Cleave.)
26. In what grade should we begin the study of technical grammar? (Bolenbaugh.)
27. What are you doing with mental arithmetic? (Bolenbaugh.)
28. What should be considered "good discipline" in the halls, on the stairs, and in the school-room? (Fenton.)
29. Are we teaching too many branches in all grades of our schools? (Fenton.)
30. What course should be pursued in case a School Board refuses to appoint a truant officer? (Harter.)
31. Trial examinations for pupils who failed to be promoted. (Bunger.)
32. Advisability of primary teachers pursuing, while teaching, a course of higher study. (Bunger.)
33. To what extent should the wishes of the parent and pupil be considered, as to what to study? (Minnich.)
34. Compulsory education. (Shawan.)
35. Training of teachers. (Shawan.)
36. The superintendent as a citizen. (Ward.)
37. Kind and amount of work to be done by the Superintendent outside of school hours. (Trisler.)

There were no prepared papers. The discussions were free and informal—almost conversational, and from the standpoint of experience. It was the privilege of any one present to call at any time for the taking up of any topic, in the list or out of it.

We made notes of the principal points brought out by each speaker, with a view to their publication; but want of space compelled us to subject them to a pretty severe boiling down.

The first session was held Thursday evening. The president, Dr. C. W. Bennett, rapped for order, and the flow of thought started and ran on, almost without interruption, for two and a half hours.

The first topic taken up was the *fourth*, which was discussed by Ellis, Hancock, Cox, White, Chaney, C. L. Van Cleve, Fenton, H. Bennett, and Deuel. Semi-annual promotions are deemed inexpedient, save, perhaps, in cities of considerable size and dense population. Examinations still hold a prominent place, and are conducted three or four times a year. The every-day work of the pupil and the teacher's judgment should have due weight. Some questioned the advisability of excusing from examination all who reach a certain daily grade. The conduct and habits of pupils should have weight. In doubtful cases, where pupils have failed to reach the required standard in one or two studies, the superintendent must take all the conditions into account, carefully weigh the probabilities, and do what seems to promise most good for the individual, without undue fear of the effect upon others or the school at large. By a show of hands, it appeared that nearly all present have entire control of the matter of promotions, without interference or dictation by the board.

The *ninth* topic was next taken up and discussed by Sharkey, Alley, Cox, Ellis, Simkins, C. L. Van Cleve, and Chaney. Some gratifying results reported. Recent articles in the MONTHLY by Dr. White and Supt. Treudley were highly commended, especially Dr. White's scheme or outline of course in language. The work in the first four or five years does not require books in the hands of pupils. Readers may be drawn upon for language lessons. Important that the teacher use good language. "Language is caught, not taught."

The work began Friday morning at eight o'clock, and continued until twelve, with only a short recess. The *twelfth* topic was discussed by Chaney, Hancock, Ellis, H. Bennett, Cromer, Cox, Van Cleve, and C. W. Bennett. This topic grew out of a case in which a pupil under discipline was required to acknowledge his fault and promise better conduct in future. This he refused to do, and was suspended from school. The father employed a lawyer and commenced suit. Commissioner Hancock expressed a decided opinion that the father has no case. It is altogether reasonable and proper to require a wrong-doer to make acknowledgement and promise reformation. Oberlin College was cited as an example of good discipline and strong moral influence.

Each student entering there is required to sign a pledge of general good conduct and compliance with the rules and regulations of the institution.

Teachers should set their pupils an example of readiness to acknowledge faults. One speaker said one of his happiest days was when he had made public apology for wrong done one of his boys. Some care is necessary, in requiring pupils to apologize, to avoid personal feeling. If the chief end be to appease the wrath or soothe the wounded dignity of the teacher, the effect on the pupil is not likely to be good.

The *twenty-eighth* topic was discussed by Fenton, Weaver, Hancock, Yarnell, Whitworth, Simkins and White. The school-master of western Ohio is evidently a strict disciplinarian. It was stated that Col. Parker introduced military discipline in the Dayton schools a good many years ago, and it is now generally prevalent in that part of the State. The teachers testified that all minor offenses were greatly reduced, and good order and ease in management and control were greatly promoted. When pupils enter the school building they go at once to their respective rooms and seats, maintaining strict order. The school-room is sacred to study, and no play, or even conversation, is permitted in the halls or stairways.

We may state here parenthetically that we spent Thursday afternoon in the Eleventh District School, of which Miss Belle Westfall is principal. It is a two-story building of eight rooms, with large halls and wide stairways. We saw here the most skillful handling of schools in assembling and dismissing that we ever saw. It seemed scarcely more than two minutes after the gong sounded for the close of school, when all moved in perfect order, to the time of the drum, in ranks of four, through the halls and down the stairs, breaking ranks only after reaching the street. The beauty of it all was the cheerful faces;—the children seemed as happy as larks in the meadow.

All who took part in the discussion favored strict order. There is least trouble in discipline where the most rigid order prevails. The practice of placing pupils in the halls as monitors was condemned. Cultivate a sense of honor in the pupils, and let the teacher's eyes be in every place where necessary.

The *first*, *second*, and *third* topics were taken up together, and were discussed by Hancock, Frank, Ellis, Deuel, Mitchell and Sharkey. As a minimum of qualifications, teachers should have a high school education and one year of normal training. We have reached the point where all our graded schools can be supplied with teachers under this standard; and we never can accomplish what we are aiming at with less than this. High schools should provide some normal training.

Examiners should be practical teachers having back-bone, and who will not wink at incompetency. Little sympathy was expressed for teachers who count an examination in the common

branches a hardship. The teacher who dreads an ordinary examination in English grammar, for example, has missed his calling. But there is no propriety in the frequent re-examination of teachers of recognized scholarship and successful experience.

At the opening of the afternoon session, the *sixth* topic was called up, and discussed by Ellis, White, H. Bennett, Myers, and Williamson. With fifty teachers in six buildings, the superintendent should see each school about twice a week. Private conference with individual teachers before and after school is worth more than teachers' meetings. The superintendent should inspire and encourage his teachers, and direct, in some measure, their intellectual growth. One speaker said his teachers had become so much interested in reading and study, that dancing and euchre parties had become things of the past.

The superintendent should make himself strong with the board of education. One who is shaky with his board cannot have great influence with his teachers. His opinions should have weight. He should be a man of affairs, fully understanding the board's finances, and able to give good advice on every phase of school matters. He should keep in close sympathy with all his teachers, giving most attention to the less experienced. He should be so familiar with the work in every department as to be able to conduct a model recitation in any grade. The plan of holding principals' meetings, with a view to supervising the schools through the principals, was condemned. The superintendent should come in direct contact with all the teachers and all the schools.

The *nineteenth* topic was next considered. Harlan, Yarnell, Mrs. Marie Jacque Kumler, Ellis, and Alley engaged in the discussion. There was some diversity of opinion, the general judgment being that no absolute rule could be adopted. It is better for some teachers to take a wider range; others, having special adaptation to a particular department, should remain in it. A case was cited in which a lady has been teaching the same primary grade for eighty-eight terms, and is still doing admirably, receiving the highest salary paid below the high school. Mrs. Kumler thought that a teacher with any large measure of teaching ability would not be disqualified by teaching in a primary school for work in any other grade.

The *thirty-seventh* topic was considered briefly by Ellis, White, Fenton, and McKinnon. The superintendent's time belongs to the schools. The best workman is not the one who is always watching the clock. It is often necessary for the superintendent to prepare examination questions out of school hours. He must have time for reading and study, and should give time and thought to devising plans. He has no time to spare for the study of law, medicine or theology.

Some inquiries were made at this point concerning Mrs. Pollard's synthetic system of teaching reading, which lead to some

discussion by Cowgill, Shuey and Weaver. It has advantages. Pupils more rapidly gain power to make out new words. It does not differ materially from the method given in Sheldon's *Elementary Instruction*.

The *thirteenth* topic elicited much discussion, participated in by McKinnon, Chaney, Snyder, Frank, H. Bennett, C. W. Bennett, Ellis, Cromer, Van Cleve, and Hancock. The old straw was severely threshed. To whisper, or not to whisper,—that was the question. The advocates and opponents of self-reporting were nearly equally balanced, the latter, possibly, in the majority. The evils and dangers of self-reporting were offset by the evils and dangers of spying. It was agreed on all hands that whispering is the bane of schools, and where that is controlled there is little else to contend with. It was also agreed that the teacher is more than all methods or plans, and what is a good method in the hands of one teacher, may be a very poor method in another's hands. One speaker said the only rule in force in his schools was expressed in one word,—BEHAVE.

We would gladly continue this report, but want of space forbids. The *fifteenth* topic was discussed by Corson, Yarnell, and Mitchell; the *twentieth* by Yarnell, Cox, Weaver, H. Bennett, Whitworth, Chaney, Minnich, Hancock, Harlan, Reason, Williamson, Simkins, and Cowgill; and the *twenty-third*, by Hubbell, Weaver, Cox, Chaney, Loos, and Frank.

When our train started Saturday morning, the association was still in session, Cox was talking, and we have not heard whether he has yet ceased.

The next meeting will be held at Troy. Officers were elected as follows: *Pres.*, W. J. White, Dayton; *Sec.*, N. H. Chaney, Washington, C. H.; *Treas.*, J. D. Simkins, St. Mary's; *Ex. Com.*, C. L. Van Cleve, Troy, M. A. Yarnell, Sidney.

It was a soul-stirring meeting, and of course there was a delightful time socially. The schoolmasters of Western Ohio are awake and in earnest. The Western Reserve, which has been wont to claim pre-eminence, must look out for her laurels.

PROGRAM OF THE OHIO TEACHERS' ASSOCIATION.

FORTY-FIFTH ANNUAL SESSION AT CHAUTAUQUA, N. Y., JULY, 1891.

SUPERINTENDENTS' SECTION.

TUESDAY, MORNING SESSION.

Inaugural Address.....SUPT. J. C. HARTZLER, Newark.

Discussion by SUPT. M. A. YARNELL, Sidney, and

SUPT. F. S. ALLEY, New Paris.

Paper. "Dullards and Incurables" SUPT. C. L. VAN CLEVE, Troy.

Discussion by SUPT. J. E. KINNISON, Jackson.

Paper. "Are the Public Schools Accomplishing the Work the People have a Right to Expect?".....
.....SUPT. W. H. MORGAN, Cincinnati.
Discussion by.....

AFTERNOON SESSION, 3 O'CLOCK.

Paper. "Equipment of Ohio High Schools.".....
.....WM. MCK. VANCE, Urbana High School.
Discussion by W. R. MALONE, Massillon, and EDWARD
L. HARRIS, Cleveland.

Paper. "The Number of Years below the High School.".....
.....A. N. OZIAS, Columbus.
Discussion by SUPT. E. S. ABBEY, Cambridge, and others.

GENERAL ASSOCIATION.

WEDNESDAY, MORNING SESSION, 9 O'CLOCK.

Inaugural Address.....PRES. G. A. CARNAHAN, Cincinnati.
Discussion by SUPT. J. F. LUKENS, Lebanon.
Discussion. "Examination of Teachers—What are the Best Results? How can They be Secured?".....E. S. WILSON, of the
Ironton Register, S. J. WOLF, Lancaster, B. F. DYER, Madisonville, M. E. HARD, Salem.

Address. "Public Schools as a Moral Force".....
.....PROF. R. H. HOLBROOK, Lebanon.
Discussion by C. S. WHEATON, Athens, and ANNA M.
OSGOOD, Columbus.

AFTERNOON SESSION, 2 O'CLOCK.

Paper. "Professional Stagnation; Its Causes and Remedies."..
.....SUPT. A. B. JOHNSON, Avondale.
Discussion by SUPT. JAS. L. DUNCAN, Bridgeport, and
SUPT. E. E. SMOCK, Frazeyburg.

Paper. "Music in the Public Schools.".....
.....PROF. A. J. GANVOORT, Piqua.
Discussion by PROF. W. H. PONTIUS, Mansfield, and
PROF. S. A. COLLINS, Xenia.

EVENING SESSION, 8 O'CLOCK.

Annual Address.....J. W. BASHFORD, D. D., O. W. U., Delaware.

THURSDAY, MORNING SESSION, 9 O'CLOCK.

Paper "Free Text Books.".....SUPT. W. W. ROSS, Fremont.
Discussion by SUPT. E. A. JONES, Massillon, and others.

READING CIRCLE.

(Program to be arranged)

AFTERNOON SESSION.

"What Further Work is there for the Association?"
General discussion, opened by DR JOHN HANCOCK, followed
by PROF. M. R. ANDREWS, Marietta, and others.

Miscellaneous Business. Reports of Committees.
Election of Officers.
By order of the Executive Committee,
J. P. SHARKEY, Sec.

EDUCATIONAL INTELLIGENCE.

—A bill providing for free text-books is before the Legislature of Michigan.

—The Painesville High School has both a ladies' chorus and an orchestra.

—The Southern Educational Association will meet the first week of July at Chattanooga.

—The senior class of the Painesville High School spent "An Hour with Tennyson," on Tuesday afternoon, March 24.

—The Junior Entertainment of the Wadsworth High School was held Friday evening, March 27. The class has 22 members.

—The second graduating exercises of the Uniontown (Stark Co.) High School were held Friday evening, March 20. There were five graduates.

—The teachers of Franklin county seem to be up and doing. Their February meeting is said to be the largest of the kind ever held in the county.

—Washington day was observed with appropriate exercises by the schools of Gnadenhutten, under the instruction and supervision of S. K. Mardis.

—The Piqua schools observed Washington's Birth-day in fine style, in the presence of a very large audience. The program was printed on a paper hatchet.

—It is claimed that Columbus has the greatest number of local circles and the largest membership of the Ohio Teachers' Reading Circle in the State.

—The next meeting of the North Eastern Ohio Teachers' Association will be held at Salem, Columbiana county, on the second Friday and Saturday of May.

—The Leetonia High School will graduate this year a class of five boys and five girls; and the class for '92 also contains an equal number of boys and girls.

—The February meeting of the Erie County Association, held at Sandusky, was good and profitable. Our reporter says Supt. C. C. Miller makes an excellent president.

—The schools of Ashtabula (I. M. Clemens, superintendent) gave a public entertainment about the first of March, which netted a handsome sum (\$120) for the school library.

—It is proposed to organize a teachers' association for the North-western States. A meeting for that purpose has been announced, to be held at Lake Geneva, Wis., July 1, 2, 3 and 4.

—The schools of Marion were closed on Friday, Feb. 20, and Supt. Powell and his teachers went in a special car to Toledo, on a tour of observation. A profitable day was spent in the Toledo schools.

—The teachers of Butler county were in session at Middletown on Saturday, March 28. Among the names on the program we

recognize those of W. P. Cope, B. B. Harlan, J. M. Bunger, Alston Ellis, and Commissioner Hancock.

—The Galion High School celebrated the eighty-fourth anniversary of Longfellow's birth-day with appropriate exercises. The senior class has twelve members. The Galion teachers meet weekly for a recitation in psychology, under the direction of Supt. Lewis.

—On Friday, March 6, the schools of Napoleon, under the superintendency of W. W. Weaver, gave a public exhibition of work in all grades. This was followed, on Saturday evening, with a lecture by Supt. C. C. Miller, of Sandusky, on "Alexander Hamilton."

—The school board of the city of Toronto has petitioned for an amendment to the school law, authorizing the supplying of free text-books. Commenting on this, the *Educational News*, of Philadelphia, says, "We wish the supplying of free text-books could be made compulsory. It would be a great boon to teachers, parents and children, in rural as well as in city schools. Not only are many children kept from school for want of books, but much time in school is often lost through delay in procuring suitable text-books, stationery, etc."

—The Lawrence County Teachers' Association held its second quarterly meeting on March 21st, at the Ohio Baptist Church near Hanging Rock. There was a very large attendance both of teachers and citizens.

Papers were read as follows: "Stimulus in School," G. L. Silbaugh; "Professional Progression," L. W. Sheppard; "Gymnastics," B. F. Forgey; "School Government," Miss Mollie Donohoe.

The exercises throughout were lively and practical. Our teachers are wide-awake and in the van of educational progress

C. G.

—The teachers of Marion county were in session at Marion on Saturday, Feb. 28. Probably the most interesting subject of the day was "Aids in Teaching Geography," by Miss Nettie Zuck, who exhibited a number of progressive outline maps, such as are used in the Marion schools, and a map of the United States showing the relief forms of the country as no school geography presents them to the pupil. Miss Zuck dwelt largely on sand and clay modeling as the best method of conveying to the mind of the child the idea of elevations and depressions and showed a map of North America neatly done in sand.

—The Clarke County Association held its third bi-monthly meeting Saturday, Feb. 28. The largest attendance ever known on such an occasion, 260, together with the excellent program, made this a memorable occasion. The subject of "Strong Government," particularly with reference to control of the grammar grades, was discussed by Miss Julia Fairchild, Clifton, who read a paper, and by Miss Anna Hoffman, South Charleston, and very generally by the members present. Principal B. D. Long showed with a class

how to teach percentage, a valuable exercise. Miss Margaret Sutherland gave one of her characteristic helpful talks, on the subject, "The Recitation." Action was taken on the death of Rev. John Rowe, so long connected with the Association and interested in all good educational work.

E. M. V. C.

—The regular meeting of the North Eastern Ohio Teachers' Association was held at Cleveland, Feb. 27 and 28. An informal conference was held Friday evening in Supt. Day's office, Supt. W. R. Comings, of Norwalk, presiding. The attendance was not large. There was about the usual attendance on Saturday. The following program was fully carried out: "The Use of Good English,"—Prof. E. P. Cleveland; "Some Conditions of Successful Language Work,"—Miss Clara G. Tagg; "Odds and Ends,"—Prof. H. C. Muckley; "A Criticism Upon Our English Grammars,"—Pres. W. G. Ballantine.

Prin. W. V. Rood, of Akron, was elected president for the ensuing year.

—A SATURDAY EXHIBIT.—We had an experience here Saturday afternoon, March 7th, which was new to us and which may be profitable to others. The pupils in our West Side School were given two weeks' notice to get ready some work. The exhibit consisted of regular work, with a few fancy touches. Parents and friends were invited to come on Saturday, between the hours of 1:30 and 4:00 p. m. Between 500 and 600 visitors were in attendance, and they expressed themselves as well pleased with the work they saw on wall, table, desk, black-board, slate, paper and book. All kinds of school work were spread out for inspection—drawing, writing, arithmetic, geography, physiology, language, book-keeping, algebra, history, Latin, physics, geometry, etc., etc.

The result of the exhibit is that teachers and pupils are greatly encouraged by the kind and complimentary words they received from the visitors. One teacher, with beaming eyes, remarked that she received more compliments that day than she ever received before. The social intercourse between parents and teachers was also a profitable feature of the exhibit.

Greenville, Pa.

JOHN E. MORRIS.

—The Ohio Valley Round Table was spread at Wheeling, March 13. All that remains to us of the feast is the bill of fare, provided by Mertz as chief caterer. It is as follows:

1. How can we get more and better reading matter for our children?—MANNIX.

2. When we have it what will we do with it?—MERRICK.

3. What are you doing in the way of science teaching in your schools—in all grades?—SHIELDS.

4. What ought we to do in this line?—WILLIAMS.

5. What can be done by the regular teachers, without a special teacher to direct, in drawing?—JONES.

Brothers Anderson, Duncan, Ford, Gladding, Rea, *et al.*, will join in and swell the chorus.

The fellow named after each topic is to *lead*, and every one else is expected to have some well considered words and thoughts to offer on the subject.

P. S. Did you ever have a pupil ask to be excused from "saying speeches?" This suggests Topic 6. How do you value recitation and declamation as an educational factor, and how can we make this branch of our work more interesting and profitable? Anderson to lead.

—The Convention of the National Educational Association for the present year is to be held at Toronto, Canada, from the 14th to the 17th of July next, and will, on this occasion, be of an international character.

Toronto is a beautiful city of over two hundred thousand population, the capital of the Province of Ontario, and is located on a gentle slope on the north shore of Lake Ontario. It is only forty miles from Niagara Falls and is in the centre of the most romantic part of North America.

The Railway Companies throughout the Union and Canada have agreed to grant return tickets to Toronto for one fare, plus \$2.00, the membership fee to the Association, the railway tickets from distant points being good for return until September.

Rates of board at hotels range from \$3.00 per day down to \$1.00 per day, and in private houses from \$1.00 per day to \$4.00 per week. Those intending to remain in the city or neighborhood for several weeks can obtain first class board in good localities for from \$4.00 to \$6.00 per week, and at the many summer resorts on the lake shore.

The Official Bulletin, or program, of each day's proceedings during the meeting, officers of the Association, railway arrangements, special excursions, hotels and rates, summer resorts, and all other information of advantage to those who propose attending the Convention will be issued about the middle of March and will be sent to all State Managers, and to others who may desire to procure the same, on their dropping a Post Card to MR. J. L. HUGHES, Chairman, or MR. H. J. HILL, Secretary of the Local Committee, Toronto, Canada.

PERSONAL.

- Local papers speak in very complimentary terms of Supt. Joseph Rea's work at Barnesville.

—Dr. E. E. White is now filling a three-weeks' engagement lecturing in city institutes at Detroit, East Saginaw, and Jackson, Mich.

—G. C. Maurer, class of '90, Wooster University, is making his mark as superintendent of the Loudonville schools. He has a corps of nine teachers.

—W. H. C. Newington, of Watertown, South Dakota, will conduct the institute in his own county next June. He has also engaged to do a month's work in the Trumbull county (Ohio) institute in July and August.

—Prin. A. C. Burrell, of the Painesville High School, writes in very flattering terms of the talent and industry of his pupils. He says he has never before met so much talent in a high school. This is his first year there.

—J. A. Leonard, who has been connected with the Youngstown schools since 1878, has received an appointment as special Indian agent and disbursing officer among the Indian schools and agencies, with a salary of \$2,000 a year and an allowance of \$3 a day for personal expenses, exclusive of the cost of travel.

—Saturday, March 7, a reception was tendered to Dr. Edward Everett Hale of Boston and Mr. Alex. E. Frye of Hyde Park, Mass., by the citizens of Pasadena, Cal. The gathering included nearly one hundred of the leading educators of the Pacific Slope. Mr. Frye lectured the following week in Los Angeles.

—The funeral of Mrs. Caroline A. Smyth, widow of the late Rev. Anson Smyth, D. D., occurred at Collamer, near Cleveland, March 23. Dr. Smyth was for a good many years prominent in educational circles in this State, having served as city superintendent of schools in Toledo and Cleveland, and as State Commissioner of Common Schools. He was also at one time editor of this journal.

—Supt. C. W. Butler, of Defiance, has been passing through the fire of late. There seems to have been a conspiracy on the part of the school janitor and one or two other base characters. Scandalous and slanderous charges were made, involving Mr. Butler and some of his teachers. It is gratifying to know that an investigation resulted in the complete exoneration of all against whom the charges were made. The subsequent violent death of the janitor is a mystery not yet cleared up. It is surmised by some that unknown and indiscreet friends of the young ladies concerned had to do with it.

—Rev. John Rowe died recently at his home in Springfield, Ohio, at the age of 77 years. He was a native of Maine, and spent his life in pastoral and educational work. He entered the ministry of the Presbyterian Church, from the active duties of which failing health subsequently compelled him to retire. He was always closely identified with educational interests, teaching in public and private schools, and serving for more than twenty-five years as secretary of county boards of examiners in Lawrence, Gallia, and Clarke counties. His interest in teachers and teaching continued to the end of his life. He was a regular attendant at the Clarke county institute last summer, where we formed his acquaintance. At a recent meeting of the teachers of Clarke county the following action was taken:

The all-wise Father having called to his great reward our revered friend, Rev. John Rowe, the Clarke County Teachers' Association desire to express the esteem in which he was held. For many years he has been a valued member of the Association, always present at our meetings and always interested in our labors and discussions. Since he was so closely related to us and a part of every educational work, although unobtrusive to a degree, we know that his loss will be felt more and more.

Spotless in character, gentle in disposition, Mr. Rowe was both admired and revered, and made himself beloved. Such a life as his must leave an impress of inestimable value upon those who came in contact with him.

As we express our grief and our sense of loss in his demise, we do not forget to offer to the family bereft our sincere sympathy. Full of years, universally respected, having spent a life of usefulness, he has passed to the life eternal.

E. M. VANCLEVE,

J. W. WOOD,

ANNA M. TORRENCE, *Committee.*

BOOKS.

The Education of Girls. By Fenelon. Translated from the French by Kate Lupton, M. A. (Vanderbilt University). Published by Ginn & Co., Boston.

This book, written two hundred years ago, contains a carefully elaborated system of child training equally adapted to both sexes. The closing chapters treat of the characteristic faults of girls and the special duties of women. Manifestly, the author was quite familiar with the doctrines of the "New Education." He anticipates Froebel in large measure. Being a devout churchman, he emphasizes early religious training, with a decided sectarian bias. He would have the lambs of the fold well fortified against the heresies of the Calvinists, "who have torn a part of the flock away from their former shepherds under the pretext of reform." Barring some such manifestations of the intolerance of the author's time and sect, the book is to be much commended. There is in it much of profitable suggestion and help for those having the charge of little children, whether in the home or the school.

A Primer of Ethics, edited by Benjamin B. Comegys, (Published by Ginn), is an abbreviation and adaptation of Jacob Abbott's "The Rollo Code of Morals." It contains about twenty chapters or lessons on as many different topics, such as Truth, Obedience, Industry, Profanity, Duty to Parents, Duty to God, etc. At the head of each lesson stands a terse statement, in bold type, of the principle or duty to be considered, designed for memorizing. Then follow the explanation, illustration, and application of the

principle, to be read and talked about. Following each lesson is a series of questions, calculated to cause reflection. Such a book might be used in schools with much more profit than many of the fairy tales used for supplementary reading.

Hygienic Physiology, by D. F. Lincoln, M. D., (Ginns) is designed as a text-book for pupils from twelve to fifteen years of age. It contains less of anatomical detail and more practical instruction as to the care of the body than most school physiologies. A separate chapter is devoted to stimulants and narcotics, besides such treatment in other places as the subjects require. There are also in the appendix several pages of extracts from the most eminent and reliable authorities in regard to alcoholic beverages and tobacco. The subjects of food, drink, digestion, clothing, bathing, colds, etc., are quite fully and practically treated. The work is finely illustrated and seems very much what such a text-book should be.

Painting in Oil. A manual for students. By M. Louise McLaughlin, Cincinnati: Robert Clark & Co.

This neat little square 12 mo. volume treats of the technique of the art of painting, of harmony of color and color in relation to light and shade, and of artists' materials and the method of using them. It is quite realistic in parts, descending to such details as the kinds and cost of pigments, brushes, etc., and yet the subject is treated broadly and scientifically. Price, \$1.00.

Word by Word, by J. H. Stickney, is a spelling-book for grammar and common schools (Ginns). A teacher's edition contains added pages of notes, definitions, illustrations, suggestions of methods and devices, etc.

Easy Lessons on the Constitution, by Alfred Bayliss (W. W. Knowles & Co., Chicago), is not so much an exposition of the Constitution as a prompter and guide to its study. The text of the Constitution and a succinct history of its adoption are inserted at the end. The body of the book consists of twenty-five lessons, which are mainly suggestive and designed to direct the pupil in his investigations, he being supposed to have access to several good histories of the United States and several manuals of the Constitution. Alternate leaves are blank for purposes of making notes and outlines. Price, 50 cents.

A CORRECTION.—In the article on the College Association and the High Schools there is an unfortunate omission. The report adopted at Cleveland last December provided for a new committee of seven to carry out the plans. The appointment of this committee was deferred for one year as stated; but the whole matter was referred back to the old committee of five (Prof. H. C. King, of Oberlin, chairman), to act during the year as they may think best. This committee has gone to work, in the interest of a better adjustment of courses. May all good success attend its efforts!

W. D. SHIPMAN.

— THE —

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ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

—AND—

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SAMUEL FINDLEY, EDITOR.

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POWERS AND DUTIES OF DIRECTORS.

BY DR. JOHN HANCOCK, STATE COMMISSIONER OF COMMON SCHOOLS.

The powers and duties of local directors are set forth in sections 3967, 3987, 4014, and 4018 of the Ohio School Laws. And whoever shall read these sections with care cannot fail to perceive that the duties imposed on these directors are of the highest importance to the rural communities of the State. And this fact should address itself with peculiar force to the intelligence and conscience of every elector. The director deals with incomparably the most important interest of the community. His authority reaches into every home. In the school-house he builds must the children of the people be confined many hours each day; to the teacher he selects, whatever the character and acquirements of this teacher, parents must for a time commit the intellectual and moral training of their children. And the educational progress of these children will not only depend upon the teacher employed, but upon the maps, charts, apparatus, etc., with which the director furnishes the school to aid in its work.

If, then, this view is correct, in no other election should the voter take such a deep interest as in that of the school director,—not even in that of a congressman or a governor. What sort of person, then, should this director be? In the first place, it is apparent enough he should be a liberal-minded man. Any other kind would be a hindrance to the advancement of the supremest interest of the people he is chosen to represent. In the second place, he should be a firm man, but able to distinguish between firmness and obstinacy. He need not necessarily be a learned man, but should have an appreciation of learning. He ought also to be a man of high character, and to bring to the discharge of his duties a certain amount of earnestness.

Section 3987 confers upon the local directors, when not satisfied with the amount of the contingent fund apportioned by the township board to their sub-district, the privilege of appealing to the county commissioners for a re-apportionment of this fund. The custom so prevalent among township boards of dividing the school funds among sub-districts, without regard to the number of pupils in each or their educational advancement, is not in most cases an equitable division, nor, of course, a compliance either with the letter or the spirit of the law. It is not, therefore, an unimportant duty the local directors owe their constituents to see that justice is done them in the apportionment of said funds.

But most of the duties of directors are found grouped in section 3987. Under the rules and regulations of the township board, it is made their duty to select the site for a school-house. This involves much good judgment. The location should always be on ground capable of being thoroughly drained, otherwise it cannot be a healthy one. It should also be, as near as practicable under the foregoing limitation, in the place where the school population may best be accommodated. Frequently too little consideration is given to this point. When the site has been selected too much care cannot be given to the plan of the house to be erected on it. It is easy to get plenty of light into a country school-house, but to get foul air out and fresh air in is a matter of much difficulty. And we shall be safe in saying that in four out of every five country

school-houses no adequate provision is made for ventilation,—and the houses in many of the towns are not greatly better. It is not necessary to urge upon school authorities the importance of such provision. That children in their tender and growing period should be compelled to breathe the tainted air of an unventilated school-room for several hours each day, month in and month out, cannot but result in serious physical and mental injury. It is a grave question whether the law should not prohibit the erection of any school-house until the plans shall have been examined and approved by some competent person appointed to act for the whole State,—for if a house is not provided with means of ventilation at the time of its erection, the defect cannot, to any considerable extent, be remedied afterwards. Let directors, therefore, when getting up plans for school buildings resolve mightily that the children who are to use it, shall have plenty of that prime necessity to physical and mental health—pure air.

The same section of the law makes it the duty of local directors, under the rules and regulations of the township board, to build and keep in good repair all fences enclosing school-houses under their charge, and to plant shade and ornamental trees on the school grounds. It is to be feared that this duty, imposed by wise and enlightened law-givers, is by no means so fully discharged as it ought to be. Yet there are few things that tend more to make school life enjoyable, or that exercise a more powerful or civilizing influence upon children than well-kept school grounds. With such grounds outside the building and plants and flowers inside, the development of the taste of children will keep pace with their intellectual development, and the school-house cease to be a prison, even to the most indifferent.

This section also requires directors, with like limitation as to control of the board of education, to furnish school-houses. It is evident from the language and spirit of the whole section that this word *furnish* is to be taken in no narrow sense, but is meant to include all the things necessary to carry on successfully the education of youth. And no policy can be more short-sighted than a narrow economy in this regard. It is no exaggeration to say that

a competent teacher can, when furnished with the proper appliances for successful instruction, carry his pupils forward with twice the efficiency and speed that he can without such aids.

The most important item of furniture is the seats for pupils. These should always be single seats. Such seats largely reduce the disciplinary labor of the teacher. Besides, it is a good thing for each child to have a home of his own in the school-room, as it shuts out many embarrassments in seating pupils. Great care, too, should be taken to select seats of the best form, for it is not difficult to procure those that will be a constantly acting cause of curvature of the spine or other deformities.

In every school-room should be an abundance of black-board surface. It is an invaluable aid to every kind of mathematical and illustrative teaching. In fact there can be no largely successful teaching without it. In addition to this, efficient teaching requires a good supply of maps, charts, globes, and reference books,—especially should every school-house in the State have an unabridged dictionary. To know how to use a dictionary with skill is in itself almost a liberal education.

Having built and furnished a school-house, it comes near being a sacred duty, if cleanliness is near akin to godliness, which we are assured on high authority is a fact, to see that this house is kept in good order. The way school-houses were kept in "the good old times" of which we hear so much, was simply barbarous—a state from which we are, it is to be hoped, emerging. It is no part of a teacher's duty to build fires or sweep the school-house. The duty of employing janitors seems, under section 4017 of the school laws, to be imposed on the township board. But if that board neglects to perform this duty, then it clearly belongs to the local trustees to perform it, under that liberal clause of the section we have been considering, which concludes the enumeration of the duties of local directors by saying, "and make all other provisions necessary for the convenience and prosperity of the schools within their sub-districts."

A delicate task is imposed on directors by section 4014. It is made their duty to pass on all suspensions of pupils

from school. In the proper discharge of this duty great clear-headedness and tact are required, for a mistake here may entirely destroy the success of the school. All such cases should be thoroughly investigated, and if the teacher is found to be in the right, he should be sustained without hesitation or wavering. To do this in the face of the urgency of the parents and other friends of the suspended pupil, often requires a high quality of courage; but, then, a man who has not this kind of courage and is not willing to subordinate all other considerations to the good of his school, ought not to be a director. Of course, if the teacher is clearly found to be in the wrong he cannot be sustained; but all doubtful points, for the school's sake, not his, should be resolved in his favor. A teacher not sustained by his directors, no difference how great his merits, cannot make a good school.

We have now come to section 4018, in which is set forth the most important of all the duties of local directors. It is needless to say, this is the selecting of the teacher for their school. The handsome, well-lighted, well-ventilated, and well-furnished school-house is but the outer shell; the living force that shall make this house a place of weal or woe to the youth that are to be gathered within its walls, is the teacher. Everything is, and should be considered, subordinate to him. If the director is true to the trust reposed in him and to the oath of office he has taken, but one motive will direct him in making the selection of this teacher,—that he shall secure the best the means placed in his hands will permit. He will allow no ties of relationship or neighborly importunity to cloud his vision. Neither will he employ a person as a teacher because he is needy. The furthest he will go in this direction will be, if all other things are equal, to give the needy the preference. Above all, will he not let partisan politics have any weight in his choice. Moreover, he surely will not employ a teacher because he is cheap, and he will turn with indignation from a candidate who is so lost to professional honor as to seek to secure a place by underbidding other applicants. He will hire no one until he has satisfied himself the applicant is possessed of the requisite educational qualifications, has a character above

reproach, and shows by his manner that he is a man of good breeding and of a positive quality. If candidates of experience in teaching, of whom he has no personal knowledge, present themselves, he will spare no pains to find out what the character of that experience has been. The director is often too careless on this point.

When the directors, after the most careful investigation as to the relative merits of the several candidates, have made their choice, the contract they make with the teacher they have selected should be a written one. Verbal contracts are binding, it is true, in the eye of the law, but they are often sources of misunderstandings, which, though both parties may be entirely honest, not unfrequently lead to harassing lawsuits that breed dissensions in communities not easily healed. Directors should also remember that the hiring of a teacher, to be legal, must be made at a meeting of their board of which all the members have had notice, and a record made of the transaction by their clerk; for, although a promise may be made by each of the directors as individual members to employ a certain person as teacher, such a promise has no force whatever in law.

A teacher need not have a certificate at the time the contract with him is made, but the directors should see to it that he has one before he enters upon his work; otherwise they may personally lay themselves liable for his wages. By no scheme can a teacher be legally paid out of the school fund, for even a single day's work, if his certificate does not cover that day.

When directors have secured a good teacher they will, if they are wise, keep him in their employ for as long a time as he may be willing to stay with them. He will do more and more valuable work with each returning year. There is nothing that so impedes the progress of education in the township districts as the frequent changes of teachers. We need to abolish this custom altogether. Until this is done, we cannot hope for any great improvements in the schools.

Authority is given to directors to dismiss a teacher, but it must be for sufficient cause, such a cause as would satisfy a court of the propriety and justice of the course

taken. Here they should be wise and deliberate. They must not act on caprice, or "dismiss for any frivolous or insufficient reason," for if they do, the teacher is sure to recover his wages in a suit at law, and the district will be saddled with the costs.

In this hastily prepared article, I have striven to present as plainly and succinctly as possible some of the principal duties of local directors. In the statutes themselves the line is not always clearly drawn between the authority of the directors and that of the township board. It seems to be pretty certain, however, that the entire oversight of the schools and the provision for their wants in their details are committed to the local directors. In the very nature of things this must be so. The township board has but two regular meetings in the year, and it is not easy to get the members together for called meetings,—so that any supervision by that body is impossible. On the other hand, the directors are near their school, and can readily visit it. They can easily find out its needs and supply them. To sum up all, if their school is not a good one, the fault lies largely at their door.

MANAGEMENT OF THE SCHOOLS.

BY B. A. HINSDALE.

To secure the best results from our public schools it is necessary that these three great forces should co-operate in their management:

The public, that supports and uses the schools, the boards, that manage them, and the teachers, who teach them. Sometimes I have called these forces the three estates of the public-school realm. Outside the cities these boards, in Ohio, are composed of directors, and it is concerning their duties that I am desired to write a page or two.

The first thing that would impress the mind of an intelligent observer not familiar with the Ohio system or a similar one, is the great number of directors in proportion to the number of teachers. In the rural districts the

ratio is practically three to one. That the schools suffer in consequence of this state of things cannot be successfully denied; but as there appears to be little probability of the system's being changed, the schools must get on as best they can with this extreme division of power and responsibility.

The second fact that would strike a Prussian or a Frenchman examining the system is the enormous amount of money that it costs to sustain it. Not only is the cost great absolutely, but it is also great as respects the results that it produces. No doubt the people had better pay what they do for what they get than not to have it, but they are entitled to much better results for their money. It is the opinion of good judges that at the present time no equal amount of money is expended by the State with so little judgment and economy. The district schools do not compare favorably in this regard with the town or city schools. This fact, however, is not peculiar to Ohio. One of the pressing school questions of the day is better expenditure of the public-school funds. Not that less money should be expended for public education, but that it should be expended to better purpose, and particularly in the country districts. Practical attention to the following points would contribute materially to that end:

1. There are now too many schools, the sub-districts contain too few scholars, the schools are too small, and the teachers too many. Nearly every person of adult years, especially if living in the older parts of the State, has the proof of this statement before his eyes. The inevitable results are, short terms, low salaries, poor teachers, and poor education. How to correct this state of things, in its theoretical phase, is an easy question. School districts must be consolidated, the schools be decreased in number and increased in size. It is well known that in many parts of New England this step has already been taken to the great advantage of the schools. No doubt there are practical difficulties in the way of taking it, but the fact just stated shows that these are not insuperable.

2. Were this step taken in those Ohio townships where it is necessary, the directors would have more money to work with, and they could provide better schools. As it

now is they are often the victims of the existing system. Good schools are impossible as a rule when there are few children in the school-house and small funds in the treasury.

3. But, even as it is, better schools are possible. The great draw-back now is the slender qualifications of many of the teachers. The enormous difference between a good teacher and a medium one, and still more between a good teacher and a poor one, is by no means generally understood. On this point the farmers of the State are perhaps as much in need of instruction as any class of citizens having equal intelligence. Many men who understand perfectly the difference between a forty-dollar cow and a twenty-five dollar cow, see little difference, except in wages, between a forty-dollar teacher and a twenty-five dollar teacher. A cow is *not* a cow, or a horse a horse, but somehow a teacher *is* a teacher, and a school a school.

4. The short terms and the incessant change of teachers are common-places of school criticism, but too much iteration can not be expended upon them. These matters must be mended if the schools are to be improved.

The foregoing are points upon which the public needs a good-deal of education. This must be brought about by the means commonly employed in educating the public mind. Perhaps there are no other forty thousand persons in Ohio who could contribute so much to this end as the school directors. Indeed, one of the most useful offices that the capable director can perform is to be the educator and guide of his constituency in respect to educational subjects.

Ann Arbor, Mich.

THE COUNTRY TEACHER.

BY SCHOOL-DIRECTOR S. R. THOMPSON, NEW WILMINGTON, PA.

When, at the request of the Editor of the MONTHLY, I consented to "write something for teachers from the standpoint of a director," the country school teacher was in mind, and still is as I write. Teaching in the city may be as laborious as it is in the country, but it is less discourag-

ing. In what follows, the writer has sought to economize space and time by addressing the country teacher directly.

1. Do not allow yourself to think that your work in the country is less important than that of other teachers elsewhere. It is true that the city teacher has more comfortable surroundings, greater facilities, more encouragement, and is usually better paid than you are; but on the other hand, you have the best, because the most promising material to work on. Remember that from the country schools have come at least four-fifths of the great, wise, and influential men and women of the present generation; and that this is certain to be true of the next generation as it is of this. The city and the country teacher may be compared to two workmen who are engaged in making axes; the one has the finest shop and forge, but the latter has the finest steel to work on, and makes the greatest number of good axes.

The permanent influence of the faithful country teacher is usually far greater, and this circumstance may well be a set-off to some of the inconveniences of school teaching in the country.

2. You should set yourself to do some missionary work in the cause of education. You will find yourself sometimes in a neighborhood in which ideas of what education should be are terribly insufficient for our time and country. It is your duty, as it may be your high pleasure, to help change this state of things for the better.

You should feel bound by every principle of honor to make your profession as respectable as possible. Read, think, reflect, and having settled for yourself what good school work is, go in with all your force to realize your ideal. Show your patrons that you mean business, and that you have a distinct purpose in what you do, and know what you are doing. Zeal, energy, and steady effort, will make a mark in any community.

3. Do not think that because the people of the district do not visit your school, they are indifferent to the progress of the scholars. Doubtless there are some persons in most districts who do not care how the school goes on, but their number is small, and they are usually persons of no influence, perhaps without much character. The

chief reason why parents and directors do not visit their school, is that they do not see how they can do it any good by such visits. It is a fact that very few persons are judges of school work; the common standard is as often wrong as right, and unless a visitor has such knowledge as will enable him to judge the school correctly, his criticisms are quite as likely to do harm as good. If your school gets on soundly, the fact will become known in good time, without visits from anybody.

4. Never despise the power of public opinion: it is a mighty social force in this country, and for this reason the wise teacher will try to use it for the advantage of his special work. Some earnest teachers, seeing that some trifling and inefficient teachers by a plausible manner and by using some of the arts of the demagogue or the small politician, make for themselves a reputation far beyond their real merits, are disposed to go to the other extreme and make no effort to become popular. Now this is all wrong. No matter how good a teacher may be, popularity will add increased effectiveness and success to his work.

4. Get a copy of the school law and see what are your rights and duties under it. It is a shame that any teacher should go on teaching from term to term without any care or effort to learn what the law is that controls, or allows others to control his employment. Have your certificate and contract signed before you begin to teach: you may escape trouble sometimes by following this rule.

6. And finally, regard your business with pride and accustom yourself to think of it as a useful and honorable employment. Read the lives of Socrates, Aristotle, Pestalozzi, Arnold, and other great teachers of ancient and modern times, not forgetting the Great Teacher, the greatest of all, and muster up your powers to follow in their footsteps.

Do not allow yourself to look upon your work as drudgery. It is and will be laborious, but put your heart into it and the drudgery is gone.

True, faithful, honest labor in the work will result in steady growth of mind and heart, in a way that will be a constant gratification.

SOME HINTS TO DIRECTORS.

BY SCHOOL-DIRECTOR A. A. CROSIER, MONTROSE, OHIO.

1. *Have strong convictions as to what your school should be, and can be.* In your ideal take into consideration not only the present educational sentiment of the community, but also what that sentiment can be made by competent teachers and pains-taking directors. An educated public sentiment must go hand in hand with your contemplated reforms, to be highly successful. But in attempting to secure the co-operation of the community in any attempt to lift the school above its present condition, take the community as it is, and not as you think it ought to be.

Let your ideal be high, expecting to reach it only through time and perseverance. I have seen district schools so conducted that it was profitable for pupils to remain in them as long as their chief studies were the branches prescribed by law for such schools. I have seen nearly every boy and girl within the limits of such districts regular attendants. I have seen the less fortunate of surrounding districts seek admission to these schools. I have seen many pupils go forth from these schools not only prepared to pass creditable examinations as teachers, but, what is of far greater importance, with scholarly tastes and habits and minds somewhat disciplined.

But, without an exception, these schools were largely the results of three forces—*teacher, directors, and parents*. In any system of education, the teacher is by far the most important factor. Hence, too much care can not be exercised in making a selection. True, some teachers are successful for a time in spite of the apathy of parents and school boards, and others fail under the most favorable conditions. Both classes are exceptions. The one's "outfit," natural and acquired, is of a very high order,—the other's, of a very low order. It is only the young Napoleons that can furnish all of the legislative, executive, judicial, and scholarly attainments, and properly adjust all to the varied conditions of different communities.

The harmonious and intelligent working of parents, directors, and teacher, is the force that produces a good

school, and the lack of such work, to say the least, impairs the efficiency. While the teacher is not the only factor, keep in mind that he is the greatest. Hence,

2. *Exercise some of the business tact in selecting a teacher that you do in employing an assistant in your own business.*

You may not be able to judge of school work from a professional stand-point, nor estimate accurately the qualifications of a highly successful teacher; but you must have some pretty clear notions as to what must be the general make-up of a teacher, to be able to work to the end sought in harmony with the educational sentiments and surroundings of the community. Not that he is to be governed by these, but that he will have the "*good common sense* to adjust himself somewhat to the things that be," as he moves forward in needed reforms of management and instruction. In making a choice, do not rely too much upon your ability to read human nature. Look with suspicion upon persistent place-hunters. As a rule, good teachers are sought most where best known. Good works seldom fail to bring the workman a demand for his services. *Make it a rule to seek the teacher, and not to have the teacher seek you.* The universal adoption of such a plan, carried out "in spirit and in truth," would be a powerful incentive to better preparation on the part of the teacher,—yes, and having been called to a position, to bring out the best that is in him. It would weed out the incompetent, retain for a longer period the efficient, and make teaching a more inviting field for the worthy. School boards should be familiar with a goodly number of teachers from whom to select.

3. *Having exercised due precaution in selecting a teacher, give into his keeping the administration of affairs, with the understanding that he is to be sustained in all things reasonable.* This does not imply that you have now performed your whole duty as director to parents, pupils, and teacher. The school must be looked after. The pupils and teacher must be encouraged. Keep a good view of the field. A few suggestions given the teacher in a proper spirit sometimes changes what would otherwise be a failure to a success. I know of a

young man's taking charge of a school that had been conducted successfully for a number of previous terms. His qualifications (save government) were of a high order. He had not taught long, before failure was the verdict of the parents and pupils, if not of some of the directors. But he was finally informed of his weakness along that line, and as to what the board and neighborhood expected of him. He proved himself equal to the task, he taught the school for a number of consecutive terms, and would have remained longer, but for being called to a higher position. The suggestions not only proved a turning point in that term of school, but I believe, also, in the career of the teacher.

Sustain the teacher in all things reasonable, though, in your own private judgment, a wiser course might have been pursued. Nothing so impairs the efficiency of a teacher, as for pupils to get the notion that the teacher has not the strong and unanimous support of the school officers. We do not advocate a blind, but an intelligent, far-seeing support—a support that takes into consideration the ultimate end of school work, and assumes that teachers, like other human beings, are liable to err.

If the teacher is pursuing a course that is greatly out of harmony with his surroundings or with the educational sentiment of the community, he should be informed of the fact, not in the spirit of a fault-finder, but of a friendly counsellor. Not that the teacher is to make the school conform wholly to existing conditions, but that he may know them and make due allowance for them. If the teacher has strong convictions and is determined "to fight it out on that line," the directors should either sustain him, or ask him to resign.

I have written more strongly upon this topic than I would, did I not know of many failures in the school room for the want of proper support on the part of school boards.

4. *Guard against frequent changes of teachers.* If you have secured a teacher qualified for the duties of his position, he ought not soon to wear out, but rather grow in efficiency as he becomes better acquainted with pupils and parents. Experience and observation teach that it

is impossible to have advanced and well regulated schools with a frequent change of teachers. If the other suggestions are carried out, however, this last one will usually take care of itself. From ten years experience as a teacher of country schools, and subsequently as many more years as director, I am satisfied that the whole system is suffering greatly from the lack of discretion in selecting and sustaining teachers. Neither do I see much hope of general improvement along this line, until we have an executive officer to assist the local boards in this work. The great majority of our local boards are conscientious men. They long for better schools, but know not the way. Township supervision would do much towards solving the problem.

SUPPORTING THE TEACHER.

Giving to the teacher such support as will enable him to make the management of his school successful and satisfactory is a matter of vital importance,—an importance that is often not recognized by parents, and sometimes not fully appreciated by the superintendent and members of the board of education.

Without proper support the weak teacher is engulfed in trouble and cannot but fail; the fairly good teacher lacks power and influence, and falls far short of the success that is possible; while the best of teachers is robbed of his strength and is subject to every possible caprice of pupils or parents, and success is only achieved, if it is reached at all, by efforts the most heroic and untiring.

To make school work a success, it is all-essential that the pupils should have the fullest respect for their teacher, and be always ready to accord him the most willing obedience.

The duty of loyalty of children to parents is unquestioned, and teachers should never be so placed as to make the questioning of it necessary. To make these conditions always possible it is necessary that neither should criticise the other in the presence of pupils. But each should feel at liberty to go to the other with suggestions

and plans for the good of individual pupils and the good of the school as a whole. Where difference of opinion exists, silence should be maintained until a conference can be had, and a satisfactory adjustment secured. But how frequently is there the very opposite of this, and pupils go to school with the criticism of teachers fresh in mind and the result is unsatisfactory work, if not disorderly and rebellious conduct.

For similar reasons there should be in the presence of pupils no clashing of opinions between the regular teacher of a school and a special teacher who may come in to give a lesson in German, music, or drawing. If differences arise they should be settled as amicably as possible outside of the school-room.

The superintendent, however desirous of seeing justice done in all cases, but looking to the ultimate good of the school, will seldom if ever fail to give the fullest support to the teacher in whatever may have been done. It is rarely the case that a superintendent can criticise a teacher or even admit a fault in one while conversing with parents or pupils, without opening the way to serious trouble and loss of influence on the part of the teacher. But to the teacher he may and he should, if there is occasion, be not only critical, but he should point out the way for the teacher to make concessions to parents or pupils if an injustice has been done. A teacher is strengthened rather than weakened by making an apology in case of a just grievance.

The superintendent may in his official capacity and at the proper time speak freely and specifically of the incompetence of a teacher, and if he thinks him incapable of decided improvement he may recommend his dismissal. This information or opinion concerning a teacher should not be made public by the board or any member of it so long as the teacher is retained. Nothing could be more unprofessional or demoralizing than for members to take such criticisms to the teacher in question, or to peddle it as gossip, or as material to be used in gaining a point politically.

The same support and courtesy due the teacher from the superintendent is due to both teachers and superin-

tendent from the board of education. The temptation is for a minority of the board who may have opposed the election of a certain teacher or the superintendent to fall in readily with complaints that may be made and give them support, thus adding fuel to the flames and necessarily increasing any evil that may exist.

When it can be generally understood that the teacher is desirous of doing what is right and just, and that for that reason he is going to be upheld by the authorities and parents, good and well-disciplined schools must be the result.

Properly sustained, the strong teacher's work is not only a present success, but it reaches far into the future in the earnest efforts and noble purposes implanted in the minds of the pupils; the average teacher finds his work a pleasure; while the weak teacher seldom fails entirely, but instead is stayed up until experience and study of conditions make his efforts at last a success. C.

THE VENTILATION OF SCHOOL-ROOMS.

In the past few years, I have had several opportunities to address briefly conventions of school directors in a neighboring State. No subject has seemed more satisfactory to them than the heating and ventilation of small school-houses—those found in rural districts.

While there has been a great improvement in the school-houses built within the past twenty years, there has been too little attention paid to their necessary ventilation. It is probably true that full three-fourths of the country school-houses in Ohio have no means of ventilation excepting the windows and doors, and in many of these the windows can not be lowered from the top. This is due in good part to the fact that school directors as a class do not fully appreciate the necessity of ventilation, and many that have some appreciation of it, do not know how to secure it.

What can be done to improve ventilation by means of windows?

What are the difficulties to be overcome? This is the

first question to be considered. In the first place, the raising or lowering of a window sash admits a *current* of cold air into the room, and this is true even when there is no wind outside—especially when the room is heated by a stove or grate. The draft of the fire takes air out of the room and the air from the outside rushes in to take its place.

The objections to these currents of cold air, thus occasioned, are obvious. They reduce the temperature of the room while they supply fresh air, and they fall upon or strike against the pupils who sit near the window. When the sash is lowered from the top, a cataract of cold air may fall on the pupils, not only causing much discomfort but occasioning colds, ear-ache, neuralgia, etc. It not unfrequently happens that children who are thinly clad are thoughtlessly seated near the windows most frequently opened for purposes of ventilation. It is believed that the health of more children is injured *by the opening of windows for ventilation than from the lack of ventilation.*

No one accustomed to address audiences in churches and halls, has failed to observe the difficulty in securing needed fresh air by lowering windows. The discomfort thus occasioned is soon made known and the windows are again closed. Few persons are sufficiently self-sacrificing to be willing to sit in a draft of cold air for the benefit of an audience, but pupils may have no choice in the matter.

How can the discomfort and often injury to health occasioned by these currents of cold air be reduced to a minimum?

This can be effected in part by giving such directions to these currents, as will carry them above the pupils sitting near the windows. The air is very obedient, and it may be easily sent in any desired direction, especially for a short distance. To this end, two devices have been used.

1. Each window is supplied with a closely fitting window-slat from four to six inches wide. When fresh air is needed, the lower sash is raised and the slat or board placed under it. This will leave a narrow opening at the top of the lower sash, between it and the lower part of the upper sash. The air in entering the room through this

opening passes *upward* between the panes of glass and, with this upward current, enters the room. As a result, it flows above those sitting near the windows, and, mixing with the warm air of the room, gradually sinks to the floor, occasioning very little discomfort. In small school-rooms with several windows, this device will admit sufficient fresh air, and with greatly reduced discomfort and exposure.

2. Another plan uses the lowering of the upper sash for the admission of needed fresh air. Direction is given to the entering current of air by a slat fastened to the upper part of the sash at the proper angle. Instead of the slat a strip of tin may be used and this can be painted the same color as the window-sash. The effect of the slat or strip of tin is to turn the entering current of air *upwards*, thus causing it to flow above the pupils sitting near the windows. It mixes with the warm air in the upper part of the room and gradually sinks to the floor. This result will not be secured if the window is too much lowered, but an opening two or three inches wide is sufficient for purposes of ventilation.

The lowering of the upper sash also occasions an opening between it and the upper part of the lower sash, as in the first device described above.

The fastening of the current slat or strip on the upper sash involves the proper adjustment of blinds or curtains, but this involves no practical difficulty which may not be easily overcome.

THE VENTILATING STOVE.

But there is no longer any necessity of depending on the windows for the ventilation of school-rooms, even in the one-room houses in rural districts. A much more economical and better ventilation may be easily secured by the use of a *good ventilating stove*, of which several kinds are now manufactured at very reasonable prices.

The essential features of such a stove are an outer casing enclosing the stove proper, with openings at the top, and a fresh-air duct fitting closely to this casing under the stove and extending under the floor to the wall

of the house and through an opening to the outer air, the opening being supplied with a grate.

The stove, when heated, causes an upper flow of the air between it and the casing, and this causes fresh air from the outside to flow in through the duct and upwards (around the stove) into the room, entering as *warm air*. The room is thus supplied with needed fresh air, without exposing the pupils to cold currents or drafts, and *without lowering the temperature*, thus securing economy in heating.

The one other condition of efficient ventilation is a flow of air *from* the school-room—such an outflow as will remove impure air, and, at the same time, “make room” for the inflow of pure air. Air will not long flow into a sealed room. There must be an outflow of air as well as an inflow.

This condition is supplied in part *by the draft of the stove*, which, of course, varies with the degree of heat, and this depends not only upon the fuel but also upon the size of the opening and the consequent free access of air to the fire. When the draft affords such an outflow of air as may be needed for removal of impure air, a good ventilation is secured.

Fuller provision may be made by means of a ventilating flue with an opening or register *near the floor*, and *so heated* as to cause a draft, similar to the draft of the stove. Cold ventilating flues are useless and reliance upon them has caused great harm. It is heat that causes the draft in the stove and heat is needed to cause an upward flow of air in the ventilating flue.

The heating of the ventilating flue in a one-story house is a very easy matter. It may be done by permitting the stove-pipe to enter and pass up in the flue a short distance, or to the top. The smoke flue and the ventilating flue may be separated for a few feet by a thin plate or sheet of iron. All that is needed is to use the heat that passes up the stove-pipe to warm the ventilating flue, and this can be accomplished with small expense and little trouble. The stove is thus made not only the means of heating the school-room, but also of bringing in warm fresh air and removing impure air.

These suggestions may seem out of season, but experience shows that school directors require time to secure improvements, and especially those that require an expenditure of money. Now is the time to determine what improvements are needed, and the summer vacation is the time to make them. The comfort and health of the children in our schools should receive the earnest and intelligent consideration of school officers.

Mt. Auburn, Cincinnati, O.

E. E. WHITE.

TEACHERS' WAGES.

O. C. LARASON.

"You are making more money than any other one in the district," is a remark that is frequently hurled at the teacher. "We can not afford to pay you \$40 or \$50 per month to teach our school, when I only pay my farm hand \$15 per month, and he works 26 days for a month, and works from sun up till sun down," remarked a local director not long ago.

Well, let us figure a little. The farm hand works 12 months at \$15 per month, which amounts to \$180. His board during the year would amount to the same, making \$360. His clothes would cost perhaps \$25 less than the teacher's.

Now look at the other side. A teacher receives, we will say on an average \$40 per month for 9 months, amounting to \$360. Deducting his board from this, he will have \$180. Then, after you deduct his necessary expenses (attending the annual institute, the quarterly associations, taking educational papers, buying new books, etc., etc.), which are more than the common day laborer, the teacher has less money at the end of the year than the cheap farm hand. We arrive at this conclusion, without considering the necessary outlay of the teacher in his special preparation for his work.

A superintendent of a village school draws \$700 salary, and a physician with no more ability than he makes \$2,000. A superintendent in a county-seat gets \$2,000, and

a lawyer with less ability makes twice that amount. The same ratio will be maintained when the teacher is compared with the farmer and mechanic. The teachers do more work for less remuneration than any other educated class of people.

Kirkersville, Licking County, O.

Mr. Larason is very moderate in his statements. The case would bear a stronger putting. I know a little English girl who can neither read nor write, who gets her board and \$130 a year for her assistance in the housework of a family. Many girls of fair English education are unable to earn more than \$150 a year at teaching country schools, out of which they must pay board and all other expenses. I know a young woman who easily earns \$50 to \$60 a month at type-setting, and this for twelve months in the year; while school-mates, superior to her in natural endowment and scholarship, receive from \$30 to \$50 a month for nine or ten months in the year. But perhaps such comparisons are odious.—
EDITOR.

A SUGGESTION FOR UNGRADED SCHOOLS.

BY J. C. HARTZLER.

The original purpose of our legislators, in framing our school laws, was undoubtedly to give to the State a system of free schools which should prove a growth commensurate with the growth and progress of the State in other respects. This growth has not been what our leading educators hoped for. The management of our sub-district schools to-day is little better than it was thirty years ago. Voluminous petitions asking for needed legislation looking to the establishment of state normal schools, county supervision and other improvements, have been annually sent up to our legislature, but with the exception of less important matters, no legislation has been had for over a quarter of a century that materially improved our ungraded school system.

Our ungraded schools have always been without supervision, and therefore without suitable directive power. The officials connected with the management of these schools are three citizens, resident within the district limits, elected by the popular vote, to serve on what is known as the board of directors. Upon these three officials depend the election of teachers, the purchasing of fuel and other incidentals. Each sub-district is entirely

isolated from all other districts in relation to the work of the school. A principal weakness in the management of our ungraded schools is the absence of all records as to the character and amount of work done each term by the pupils. The remedy for this would be a requirement on the part of the board of directors that each teacher employed prepare a class register, showing not only the classes to which each pupil belongs, but his grade of scholarship as well. Such a record left in the hands of the directors for their inspection and the guidance of succeeding teachers, would largely remove the trouble and delay in organizing the schools at their opening.

It has been the custom of most teachers in rural schools, to turn all classes back to the beginning of the text-books at the opening of schools. This is done by some teachers to ascertain the standing of the pupils, and by others from a sort of custom long established. With a suitable class record in the hands of the incoming teacher, he would be able to determine at a glance where each pupil belongs, where to begin work in advance, and where to take up reviews. This teacher should in turn be required to prepare a similar record for his successor, and so on. This, in the absence of supervision, would furnish the latter most valuable data for carrying forward the work of the schools with promptness and precision. The pupils, in full knowledge of such a class register, would be prompted to set a higher value on their time. This record of the school work should be open to the inspection of the public.

SCHOOL SAVINGS BANK.

BY F. GILLUM CROMER.

Six years ago, the 16th of March, the first School Savings Bank in the United States was introduced into the schools of Long Island City by Mr. J. H. Thiry. These banks have now been established in 35 towns and cities, representing 158 school buildings, 1,065 rooms, and an enrollment of 54,757 pupils, of whom 20,974, according to the last report, had made a total deposit of \$97,816.73, and had remaining to their credit \$69,957.76.

The system has been tried in seven states of this country. Greenville, Ohio, introduced it Oct. 27, 1890, and was the 34th to adopt the plan. It has now had five months trial and there are 434 depositors, who have deposited a total of \$770.92. When a pupil has fifty cents or more to his credit, he receives a bank book in his own name, similar to that owned by any business man; 321 such bank books have been issued and have reached the homes of children in this city. Deposits can only be made during the opening session on Monday morning, the exercises of that morning being a practical lesson in thrift and economy. One penny or more can be deposited at a time, no child being commended for the amount of his deposit, or censured because he is not a depositor.

Certainly, children reared amidst environments, inducing such habits of prudence and frugality, will learn that economy is wealth, that thrift tendeth to plenteousness, and that accumulated savings are the foundation of capital. Johnson says, "Economy is the parent of integrity, of liberty and of ease; and the beauteous sister of temperance, of cheerfulness, and health."

Will such a course tend to penuriousness? No more than frugality in the man tends to penuriousness; and when misfortune or necessity demands aid for friends or others, then the child can offer something more substantial than words of sympathy. By the system the value of time and respect for property are admirably taught. The child learns that whether in study or other business, his time should be diligently improved. There has been no tendency to turn aside from school duties and seek employment elsewhere, but beyond a doubt some will spend their vacations more profitably than heretofore.

From our experience, we are led to the conclusion that the management of such a system can be reduced to a minimum where its cares can not annoy nor its time interfere with the regular work of the school, and as great security can be given depositors as any banking system affords.

The best lessons generally given upon this subject—so essential to business success—are necessarily only theoretical; whereas they should be practical. What business

principles can be of more importance to the pupil through life than to be practically taught to live within his income, to lay up some means to protect against the misfortunes of life, or the infirmities of age, and to learn that forethought and care should take the place of improvidence and neglect? It has been well said, that he should be taught honesty as well as figures, fidelity to truth as well as correct spelling, industry and frugality as well as physiology and hygiene.

Greenville, Ohio.

FREE TEXT-BOOKS.

BY SUPT. F. TREUDLEY, YOUNGSTOWN, OHIO.

If the advocate of free text-books needs additional proofs of the soundness of his position, aside from the powerful considerations supplied by experience and reason, he will have no difficulty in finding them in the rapid progress being made toward this end. The truth is that the people, and teachers as well, have been, until a comparatively recent period, ignorant of the advantages arising from the complete freeing of the opportunities of acquiring an elementary education. But as discussion has extended itself, and no one can have carefully watched the progress of educational thought without being struck by the rapidly increasing prominence assumed by this proposition, as the real and only right solution of this question, action has resulted until, if I mistake not, three states additional to Massachusetts have fallen into line, viz; Maine, New Hampshire, and Delaware, and in many other legislatures bills to the same effect have been pending; while teachers' associations of all kinds are commending it; all of which, with many other signs, is presumptive evidence at least, that the proposition has substantial merits. Being asked to sum up briefly the main considerations in its favor, I will group them under three heads: economy, efficiency, public policy.

ECONOMY. To the writer the economical aspect of the question is not the most important one by any means, but

it will generally appear to be so, and it must be made plain, under what seems to be a general demand for cheaper school supplies, that the measure will accomplish this end. To the mass of the people saving will result in three ways: 1. By the reduction in cost arising from purchase by wholesale, as well as the more economical use of material; 2. by the fact that once in, school books can be used until worn out; and 3. by reason of the fact that only in this way can the valuable time of the school be fully occupied. Respecting the truth of these statements, evidence enough has been furnished by the State of Massachusetts and the many local communities adopting this plan. He who will examine the files of this magazine within the period of two years, or who will seek information at the hands of the Secretary of the Massachusetts State Board of Education, or in the voluminous reports of the National Commissioner of Education, will find the evidence multiplying that if economy be the end in view it is attained here. More than that, it is attained easily, without friction, without loss, effectually too, for as to the second of the three points, I have been informed by what I regard as entirely competent authority, that in Massachusetts the saving in the number of books purchased is fully one-third; and further, the average cost annually *per capita* for all school supplies, from the highest, including high school supply, to the lowest, will not average above \$1 a year. And when with this is coupled the fact that whenever adopted thorough satisfaction results, the argument is materially strengthened.

EFFICIENCY. A more vital consideration than economy, though not so palpable, is efficiency. The schools are for the children, and to-morrow these children will constitute the nation. It would appear to be the climax of wisdom to make the highest possible provision for them, even without regard to expense. Lack of efficiency in public institutions will nowhere tell so disastrously as in the public schools. On this point let counsel be taken of experience. There is not to be found a solitary individual who has spent any time whatever in the work of teaching, who does not keenly realize the fact that a vast amount of time is lost, good work sacrificed, friction en-

gendered, by lack of material. That it must be so is perfectly plain, and equally plain is it that no real remedy can reach the case. What is true of city schools is, I believe, yet more true of country schools. It is not that people do not, as a rule, wish to have their children adequately supplied, but because they are absorbed in their daily pursuits and give little thought to these wants. Many are poor in worldly matters but rich in these blessings of heaven, viz; children, and the cost of school supplies seems great. Children, moreover, are careless with their own, often extravagant, thoughtless, and seem more proficient in multiplying wants than in doing work. Hence it comes to pass that the schools can not begin promptly on time, that pupils must be sent home for material, that long delays during the term must be submitted to, that classes can not be fully formed, etc., etc. No one knows how vexations and detrimental these conditions are unless he has conscientiously sought to discharge his duty, especially in a country like our own where people are accustomed to assert their independence of undue pressure. Take the matter of classification alone. Children bring their books, and parents insist that these shall be studied. In many schools chaos arises from this cause alone, and the teacher who has the hardihood to seek a remedy is likely to atone by the loss of position. Hence effort is vitiated by being neutralized, dissipated, disheartened. Again, it becomes a difficult matter to place pupils where their highest progress is secured. Change involves expense. Parents may be ignorant of the child's needs and unwilling to be convinced, or if convinced, to meet the expense.

It cannot be denied that this is a grave matter. A more serious difficulty arises from the fact that distinctions have to be made between the very poor and those more prosperous. The fact of poverty insensibly becomes a stigma and is brought to light. Books must be asked for. The habit of asking begets indifference. And that spirit of independence so essential to noble manhood is attacked by such practices in the very beginning. It is no disgrace, necessarily, to be poor; but it is an unfortunate thing when poverty compels to perpetual solicitations for help.

PUBLIC POLICY. Of supreme importance to the state or nation is the universal education of its people. It is not that the education of the public school necessarily makes men and women morally upright. It tends to make them so. It is a great moral force, proofs of which may be piled mountain high. All people are not alive to this fact. Vast numbers are as indifferent to education as to religion. They are swallowed up in that fierce struggle, begotten either of desire or necessity, for wealth, or physical subsistence. Are they strong? No, they are weak. Are they wise? No, foolish. Every rationally minded person would say it. All know that except the heavenly alchemy be practiced, whereby material things are transmuted into spiritual, the touch of earth is corrosive. The body politic becomes weakened. "Patriotism is the last refuge of the scoundrel." Public policy, which demands that education shall be universal, is logically under obligation to make it free. But the logic is not simply of intellect, but still more of the heart. It is not that the amplest provision should be made for the education of all on the ground, only, that thereby as men and women these will serve the state more acceptably, but on the infinitely higher ground that it is merciful, kind, thoughtful. The state assumes the attitude, then, not of a hard but wise master, but a generous one. It simply incorporates into public policy a principle most beneficent in private matters. It has the power which some individuals either have and will not exercise, or have not and therefore can not exercise, of bringing to pass the amelioration of the lot of the child. In its exercise excellent results follow. The state is not looked upon as a tyrant, for it makes provision adequate to the need. Public policy demands the suppression of the illiterate vote, the removal of the ignorant demagogue, and the withholding of power from the hands of the unworthy. To secure this, and until it be secured, organized government must be wielded as an instrument, on the same ground that calls for armies and imposes taxes. The remission of all expense of education to the individual as such, and the imposition of this upon the community, means the entire assumption by the community of responsibility for this

work. It has already assumed the vastly larger proportion of this expense, and with the happiest results. What remains, though relatively little, is often keenly felt, either because a real burden or an imagined one. It does exist as an obstacle. Especially is it true in our large cities, where poverty, worthy or unworthy, abounds.

A measure of this character will do much to protect the school system from unworthy attacks upon it. It will reduce friction. It will forbid social distinctions. It will secure more abundant material for school work. It will enable the schools to possess themselves more readily of the best improvements. It will economize time and strength and money. It will remove excuse from the unworthy. It will promote attendance. In short, it will be a measure perfecting and "making straight" that highway upon which the children of men pass from darkness into light.

NOTES AND QUERIES.

NO MAN'S LAND.

No man's land was formerly a part of Mexico. When Texas became independent of Mexico this strip was part of the new Republic of Texas. Indian Territory was formed in 1835-37, and extended west to the 100th meridian. This fixed its eastern boundary. When Texas came into the Union it dropped all its land north of 36 deg. 30 min., so as to hold slaves, slavery being prohibited north of 36 deg. 30 min., by the Missouri Compromise. This fixed its southern boundary. When in 1854 Kansas and Nebraska came into the Union, Stephen A. Douglass by amendment had the southern boundary of Kansas fixed at 37 deg., so as to give the Cherokees an outlet westward. This fixed part of its northern boundary. The other part was fixed when Colorado was organized, with parallel 37 deg. for its southern boundary. Soon after, New Mexico was formed with an eastern limit of the 103rd meridian. This "Land" contains 10,000 people without protection of life or property, and living without the pale of the law.

These statements are abridged from Redway's Essentials of Geography.

M. G. BRUMBAUGH.

Huntingdon, Pa.

FIRST GOVERNOR OF ILLINOIS.

Few people nowadays, if asked who was the first governor of Illinois, would answer Patrick Henry. Yet this is the case. An act was passed by the authorities of Virginia in October, 1778, creating the county of Illinois (in the State of Virginia), which embraced the territory now forming the States of Ohio, Indiana, Illinois, Michigan and Wisconsin, making probably the largest county ever organized, exceeding the whole of Great Britain and Ireland; and thus the great orator of the American revolution, Patrick Henry, then Governor of Virginia, became the first governor of Illinois.

"IN A TRICE."

Many persons use the phrase "in a trice," who have no conception of its meaning. A trice is a sixtieth part of a second of time. The hour is divided into sixty minutes, the minute into sixty seconds, and the second into sixty trices, or thirds,—Spanish *trís*.

QUERY 212 AGAIN.

Among many providential events in history may be named the following:

It was providential that the British found an unguarded passage to the rear of the Americans on Long Island.

It was providential that the British raiders captured our capitol city and burnt the records, etc.

It was providential that Bragg won Chickamauga field.

It was providential that the Dutch captain landed those negroes at Jamestown in 1819.

It was providential that Jackson took Harper's Ferry in Sept., '62, and opened a way for Lee out of Maryland.

Will F. J. B. name an event in history which was not providential?

KENTUCKIAN.

QUERIES ANSWERED.

Q. 213.—By what authority do institutions of learning confer degrees?

Colleges and Universities confer degrees by the authority of the charter which is granted them by the State, and they imply advancement and scholastic distinction. College degrees, *in course*, are given, or should be given, only upon examination. Honorary degrees are sometimes conferred without examination.

F. J. BECK.

Q. 221.—Can a superintendent and a member of the board of education act together on a city board of examiners?

Yes. Nothing in the statute directly prohibits a member of the board of education from serving on a city or village board of examiners, but the provisions of section 3974 would prevent his receiving pay for such services.

F. J. BECK.

The writer, while superintendent of the Akron schools, served on the city board of examiners for several years, with a lawyer who was a member of the board of education, and most of the time its clerk, and no question of legality was ever raised—ED.

Q. 222.—Can a woman be appointed to the position of member of local board of examiners?

No. The constitution of Ohio says that "no person shall be elected or appointed to any office in this State, unless *he* possesses the qualifications of an *elector*." A woman, not being an elector, is debarred from holding any office in the state of Ohio.

C. E. BERRIDGE.

Not in Ohio. The Constitution of the State of Ohio says that all elective and appointive offices must be filled by *electors*. All the 44 states limit suffrage to male citizens, but in Colorado, Massachusetts, New Hampshire, Vermont, New York, New Jersey, Nebraska, Minnesota, Kentucky, Indiana, Michigan, Oregon, Wisconsin, Wyoming and Kansas, women may vote at school-district elections.

F. J. BECK.

Q. 224.—Who determines what the course of study

shall be in country schools? In case there is none, what authority has the teacher in requiring pupils to take certain studies?

"Each board shall determine, at a regular meeting, by an affirmative vote of a majority of all its members, the studies to be pursued;" therefore the township board of education determines the course in country schools. In case there is none, it is left to the teacher and parent.

F. J. BECK.

This requirement is peremptory. Each board of education *shall* prescribe a course of study, and in case of refusal or neglect may be compelled by mandamus or otherwise. A capable and earnest teacher, however, can usually secure compliance with reasonable requirements without resort to coercion.—ED.

Q. 225.—Does the compulsory school law determine specifically what studies shall be taught in the common schools?

The compulsory law does not mention U. S. history and physiology among the branches to be taught—an oversight, no doubt; but interpreting this act in the spirit of the whole statute, it is not reasonable to hold that instruction in history and physiology is prohibited to pupils specially affected by the compulsory act. R. C. H.

Q. 226.—How much may a pupil be absent from school unnecessarily, and still evade the truant law?

"From the spirit that breathes through the whole compulsory act, it is evident that a proper construction of its language should always, in doubtful cases, be in favor of the education of that class of youth for whose benefit the law was specially made." To attend school twenty weeks implies an actual presence in school of one hundred days.

E. J. S.

Q. 227.—What authority has an individual member of a school board over teachers and pupils?

An individual member of the board, as such, has no more authority than any other individual. All authority is vested in the board, not in the individual members, save as an individual may be constituted a committee, charged with certain specific duties.

C. H. B.

Q. 228.—The township board adopts a series of text books, and the local directors instruct the teacher not to use them. What is the teacher to do?

The teacher must comply with the decision of the township board. Without doubt, a township board may, by mandamus or otherwise, enforce its rule upon local directors and teachers in sub-districts.

F. J. BECK.

Q. 230.—To what extent should school examiners be influenced by the wishes of school directors, in the matter of licensing teachers?

There is no good reason why examiners should not be influenced *somewhat* by local directors, but in most cases when directors seek to influence the examiners, there is an "ax to grind."

It is the best policy, as a rule, to let each candidate rest *wholly* upon his own merits. One of the very first requisites of a teacher is to know enough to teach.

F. J. BECK.

QUERIES.

Contributions for this department should reach the editor before the 20th of the month.

Write on but one side of the paper and write plainly.

Attach signature to each query and each answer to a query, and leave sufficient space between items for clipping apart.—ED.

231. How many days will there be in the month of February, 1900? Why? T. O.

232. What is the distance of the earth from the sun? How determined? B. C. D.

233. Did the American flag ever contain more than thirteen stripes? O. C. W.

234. What is the origin of the abbreviation, "O. K."? F. G.

235. Give the etymology and meaning of "arnaceous," found in Lowell's characterization of Wordsworth.

E. M. V-C.

236. Who is the author of the "Thirty-years View?" R. B. B.

237. Who is the highest officer in the army and navy of the United States, respectively? E. F. K.

238. "*It is a shameful thing to tell a lie.*" Dispose of words in italics. F. M. B.

239. Write the following in words, as it should be read from the blackboard:

$$a - \{ x - [2x - (y + z) + b] - 2y \}.$$
 E. F. K.

240. With the sun 60 deg. above the horizon, at what angles must a pole be set on level ground, to cast its maximum and minimum shadows? W. A. W.

STATE BOARD OF EXAMINERS.

EDITOR MONTHLY:—Owing to change of time for holding meeting of the State Association it becomes necessary for the State Board of School Examiners, to avoid conflict of dates, to change the date of the Columbus examination.

Please to announce as follows: The next meeting of the State Examiners will be held at Columbus, Ohio, on Wednesday, July 1st, beginning at 8:30 a. m., and continuing July 2nd and 3rd. Let all interested note the change of date and time their actions thereby.

ALSTON ELLIS, Clerk of the Board.

Hamilton, O., Apr. 22, 1891.

O. T. R. C. TREASURER'S REPORT.

DEAR EDITOR:—Please to acknowledge through the MONTHLY the following sums received for membership fees in the O. T. R. C., since report of Feb. 20:

Feb.—J. B. McCoy, Shelby, Richland Co.....	\$.25
March 1.—Elmer Beets, Good Hope, Fayette Co.....	25
" "—W. H. Clevenger, Good Hope, Fayette Co.....	25
" 5.—Mary Haig, Columbus, Franklin Co.....	5 25
" 16.—F. E. Reynolds, Peebles, Adams Co.....	75
April 7.—W. H. McFarland, Columbus, Franklin Co.....	75
" 10.—J. I. Ward, Auburndale, Lucas Co.....	25
" 14.—T. S. Lowden, Fredericksburg, Wayne Co.....	6 00
" 22.—Flora Farquhar, Ankenytown, Knox Co.....	50

Total.....\$14 25

Respectfully Submitted,

Massillon, O., Apr. 22, 1891.

E. A. JONES, Treas.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

We want a complete list of all the institutes to be held in Ohio this summer—time, place, instructors, and officers. Will friends kindly send us the information?

Our acknowledgments are due to the friends, each and all, who have enabled us to carry out so successfully our plan of a special number for school directors. We are not aware that any previous effort of the kind has been made by any educational paper, and we think our readers will share in our feeling of gratification at the success of the undertaking. A good many orders have been received both from directors themselves and from teachers for distribution among directors. We are able to supply further orders at following rates:

Single copy	-	-	15 cents.
3 copies	-	-	40 "
6 copies	-	-	75 "
10 copies	-	-	\$1.00

STATE ASSOCIATION—CHANGE OF TIME.

At a special meeting of the Executive Committee, held at Springfield, April 18, it was deemed advisable to change the date of the annual meeting of the Ohio Teachers' Association at Chautauqua. The meeting will be held on the 7th, 8th and 9th of July. This will accommodate those who desire to attend the meeting of the National Association at Toronto the following week.

Secretary Sharkey writes that railroad rates are not yet definitely fixed, but there is assurance that very satisfactory arrangements will be made with all the leading lines. Further announcements will appear in the June number of the MONTHLY.

THE ELECT AND THE NON-ELECT.

We ask the indulgence of the regular readers of the MONTHLY, if they find here some things which, in one form or another, have already appeared in these pages.

This is the season of the year when the school-master is well disposed toward the exhortation of the Apostle Peter, to "give diligence to make your calling and election sure," and it seems a favorable time to say some things for his benefit, and perhaps also something for the benefit of his electors.

The subject has been brought to mind by a letter just received from a well-known superintendent of large and successful experience, in which he says: "The spring election is over, and the result is not very comforting. It looks as though my time had come. Can you help me to secure another place?"

Another superintendent, who has done faithful service in his present position for many years, writes: "Some members of my board are offended at some things I found it necessary to do for my own protection, and are known to have invited applications for my position; but I do not think they can succeed in displacing me. I expect to remain."

Still another writes that the political complexion of his board is such that he cannot hope for re-election.

We might quote from numerous letters of like tenor, from teachers in every grade of schools. One wants another position because she does not like her superintendent; another is apprehensive that her superintendent is unfavorable to her; and so on to the end of the chapter.

The cases cited are not exceptional. We do not doubt that many of our readers will find in one or other of them something answering to their own experience. Teachers seem about as liable to these trying vicissitudes as children are to the whooping cough and measles. (One difference is that the teacher's period of greatest exposure comes late in life). They have their full share of weaknesses and imperfections, with ample opportunity for the exposure of the same before an unsympathizing public; but they not only suffer more than most people on account of their own frailty and indiscretion, they also suffer both directly and indirectly because of the sins and follies of other people.

Now, we have no specific for such ills, but we venture some suggestions which may not be without value in the direction of prevention and mitigation. We may learn to bear with fortitude and resignation the ills we cannot cure, and ultimately to triumph over them and rise above them.

It should be the chief concern of the teacher to do his work well. Some are more solicitous about retaining a position than they are about filling it well. This is a fatal mistake. It is the mistake to which the downfall of many in public life may be directly traced. It is a right thing, it is a duty, to treat all men respectfully and

courteously, and to avoid needless friction or antagonism; but it is the part of true wisdom to think as little as possible about the effect of one's conduct on himself or his chances of re-election. Thoughtfulness and direct effort in one's own behalf do not succeed in the long run; on the other hand, they usually defeat their own end. A measure of self-forgetfulness is quite essential to high attainment in teaching. The principle announced nearly two thousand years ago is still operative among men: "He that would save his life shall lose it." It was said of a prominent superintendent, who passed away a few years ago, that as soon as he had safely passed the crisis of one election, he began scheming and trimming with reference to the next. As a natural result, he was always in hot water, and soon lost his position entirely.

Even in a time of commotion and opposition, when a teacher or superintendent seems to be on trial in his community, it is still the part of wisdom for him to give himself to his work. The more he tries to "fix things," as a rule, the more danger of an unfavorable outcome. It is not amiss, under such circumstances, to give some time to the work of self-examination, and to make thorough work of it. One may thus discover faults he was not aware of—peculiarities of temper, of speech or manner, not calculated to win popular favor. He may at least find faults enough to make him a little charitable toward the faults of others.

At such a time, the teacher's words should be few and well ordered. He should not rehearse his grievances, nor be in haste to defend himself. Let the mud dry and it will come off the more easily. There are ten occasions of regret for speaking to one for silence.

The teacher should never indulge in cringing or fawning. It is better to lose a position than to lose self-respect. A straight-forward, manly course is always wisest and safest. Whoever undertakes to play the part of a dodger may be assured that he never can become sufficiently expert to escape all the corners.

Nor should the teacher take fright at the approach of danger. The place of duty is the place of safety. To run from duty is to run into danger. If under an engagement, stand in your place and do your work quietly and faithfully. If you have fulfilled your contract and are not wanted longer, retire with dignity and in good order, prepared to make a wise use of past experiences in a new field of labor.

A weighty and delicate responsibility rests upon directors in regard to these matters. While it will be the first concern of conscientious and considerate directors to provide well for the children and see that teachers are faithful to their great trust, they will see to it that their teachers are not left to bear unnecessary burdens. There ought to be a day of reckoning for the needless anxiety and pain which teachers are sometimes made to suffer on account of the thoughtlessness and heartlessness of some school di-

rectors. There is no sufficient reason for keeping a body of teachers in suspense about next year's employment, during the great part of the summer vacation. Nor is there any good reason why a teacher's tenure of his position should not continue during good behavior without re-election, as in the case of the college professor or the clergyman. But as long as the practice prevails of electing teachers annually, the election should take place at or before the close of the schools for the year. It is cowardly in a board of education to put off the election until after the schools have closed and the teachers have scattered, merely to escape unpleasant interviews with teachers who may not be re-elected. It leaves the teachers in a state of suspense and anxiety for which there is no justification.

The practice pursued by many boards of education of requiring the teachers in their employ to make formal application for their positions each year, is a species of humiliation which teachers ought always to resent. It is a very absurd procedure, for example, for a board of education to require of its teachers a formal application for re-appointment, when, as not infrequently is the case, the corps contains some whom the board has already determined to reject. The honorable and becoming course to pursue in such matters is for the board, through its superintendent or appropriate committee, or both, to canvass the corps of teachers carefully and determine who are to be retained. Those who are to be discontinued should have private information of the fact before it is known to the public; but when, for good and sufficient reasons, a teacher has been dropped, no amount of importunity should change the verdict. A vacillating policy is demoralizing to a corps of teachers, and detrimental to the schools.

Nothing here said should be taken as against the judicious weeding out of incompetency among teachers. This should be done with the greatest faithfulness, but with due regard to the rights and feelings of the teachers concerned.

THE COLLEGE-HIGH SCHOOL QUESTION.

TO THE EDITOR OF THE EDUCATIONAL MONTHLY:—You will certainly permit me, not for the sake of controversy, for which I have no relish, but in the interests of fairness and of the very important movement for closer relations between high schools and colleges, to say a word concerning Prof. Shipman's paper in your last number. I do not question the honesty of Prof. Shipman's misunderstanding; but that it is a serious misunderstanding of the action of the College Association, I cannot for a moment doubt. In the first place, there *is* a committee for carrying out the plan of adjustment—the former committee of five being re-appointed. This correction, I understand Prof. Shipman now admits. In the second place, the amendment offered to the report

of the joint committee was simply this: "Provided that, in adopting this report, we would respectfully urge upon every institution, fitting students for college, the wisdom of offering instruction in the usual requirements in Greek for admission." It was admitted to me personally by the strongest opponent of the report, that the report had a clear majority before the amendment. And if this amendment meant more than a recommendation to secondary schools to provide instruction in Greek where they could well do so, it was not so understood by the committee nor by any of the friends of the report. I at once stated that I had no objection to the amendment, and there was absolutely *no* opposition to it from any source. The report as so amended was adopted with but a single dissenting voice. High school teachers may judge for themselves whether such an amendment so adopted was a setting aside of the propositions of the report for adjustment with high schools as to Greek. They may rest assured that the Association did not and will not retreat from the position of that report—a position which, so far as the Greek is concerned, the Association has held since 1868. That question will not be seriously re-opened.

As to the complaint that the college committee had no Professor of Greek upon it, it is worth noting that the most zealous defenders of the report in the Association, were professors of Greek who had tried the plan of the report for years. Indeed, instead of being a virtual attack upon the Greek, as Prof. Shipman seems to think, the report proposes a practical working plan for saving many a man to that study, who otherwise would never get it. And most of the college teachers of Greek in Ohio have come to recognize this fact. The report is really a strong defense of classical study, standing for Latin in every high school course, and making Greek possible for every student who goes to college.

The writer of the article is mistaken in supposing that the report contemplates any students making up Greek after entering college in *addition* to full college work. That would be *posterous*, of course.

And I am sure that if Prof. Shipman considers it a moment, he will see that the plan of the report may quite easily provide for six years of Greek, even after entering college. For example, if the student recites twice daily in a consecutive course in Greek during the Freshman year, thus completing the first two years in one, he could then continue his Greek in a single course during his Sophomore year, and with the advance which he would then have made, where the elective system is well developed as at Buchtel, could take two elective courses in Greek during his Junior, and if he wished, during his Senior year. This would make possible even seven years of Greek.

I do not think it necessary to defend either myself, my college, or the report against the charge of lowering the standard.

I shall soon be able to place in the hands of any high school teacher who desires it, a copy of the complete report of the college committee, including the plan for co-operation among the colleges for carrying out the report.

Oberlin College, April 20, 1891.

HENRY C. KING.

A TEACHER'S EXPERIENCE WITH DIRECTORS.

Our kind editor invites any member of the MONTHLY family having either a word of experience or exhortation to offer for the directors' number to send it. I am moved to give my own "experience," although there may be a word or so of "exhortation" mingled with it.

Since I have begun to teach, my experience with members of boards of education has been altogether pleasant. Consequently the only grievous personal cause that I have for complaint is the way my first and only application for a position as teacher was treated. Our Board of Education then consisted of three members. There were two applications made at the same time for the same position. Neither of the applicants had any experience; neither had made any professional preparation for the work; so far as known there was not any great predominance of natural qualities in the one finally selected by the Board. Under such circumstances the only things that ought to have been considered were the records of the applicants in the high school, and the kind of examination that each had passed before the county examiners. In these there was no slight difference. But such matters received no consideration whatever. Both competitors for employment were the daughters of widows. But the decision was made that as one widow had more property than the other, the daughter of the poorer one should be employed, on the ground that she needed the situation more than the other, who was condemned to wait until a teacher married. I presume it was a charitable feeling for the more needy young lady that influenced the decision. This is only typical of what is still found in some places. The question, therefore, confronts us, Is the financial condition of the applicant ever the proper thing to be considered? What are the schools for? Are they for the education of children, or to give employment to needy persons? The most sacred duty that a school director can perform is to give his voice for the selection of the best teacher that can be obtained for the school. Anything less than this is not honest. It is not merciful to the greatest number to err on the side of pity for the teacher needing money. There is only one circumstance under which the question of the applicant's need of the salary has any right to receive a moment's consideration. It is when two applicants have, so far as any one can judge, equal attainments in scholarship and equal qualifications as disciplinarians and teachers. Then, if there is nothing else by which a decision can be reached, the question of financial needs may be considered. If a director's son needs a new suit of clothes, the father will buy the suit where he can get the best quality for the amount he is willing to spend, not where the tailor most needs the money. If his children are hungry he will buy bread from the best baker, not from the one who needs money but cannot bake

bread. Why show less wisdom in the selection of the teacher who has to do with the mind and soul of the child?

We hear a great deal of the duty of directors in regard to retaining in service good teachers. Their duty not to retain the incompetent is just as imperative. My belief is that if the country director errs in the first direction, the city director errs in the second. The mistake arises in the same way that the one we have already considered arises,—from an unwise kindness of heart. After a teacher is once employed she (we are speaking mainly of the city teacher now and select our pronoun accordingly) should be given a fair trial. But whenever there is no gain made in skill in governing or in cultivating the mind and imparting useful knowledge, it is an indication that the woman, no matter how good, is better fitted for some other occupation than teaching; and if she does not seek it voluntarily, the good of the children, which is ever the imperative matter of consideration, demands that the directors engage some one else in her place, after having given her an honorable warning of what they intend to do. In order to discharge this important duty, they must have a knowledge of the schools and teachers. How shall they obtain this knowledge? Not all of it shall be second-hand, no matter how excellent a man is filling the position of superintendent. This leads to the subject of the directors' visiting the schools under their charge. There is a two-fold reason why they should do so. In the first place, they ought to know something of the actual working of the school from personal observation. I know that there are many who claim that directors know so little of real teaching that not much is gained by such visits. But I cannot think that my experience is abnormal; and I know that I have had visits from members of the Board of Education who thoroughly enjoyed our recitations in algebra, geometry, trigonometry, mental science, and literature. Their delight was so great that they could not tear themselves away after a short visit. Sometimes these visitors have asked intelligent questions; at other times they have shown their interest not only by looking keenly alive to everything going on, but at the close of a recitation they have said to me, "Things that I thought I had entirely forgotten have come back with a freshness that makes it seem as if it were but yesterday that I studied them."

Again, when they have not had a great knowledge of the subject taught, they have thoroughly appreciated close attention, vivid thought, and clear expression on the part of the pupils. It is undoubtedly true that directors could become better judges of educational matters by some study of education as a science. And although the great majority of them are very busy men, still I think they ought to read occasionally from good educational journals. One of the best directors of a country school I have ever known, a man of so much common sense that it is a benefit to any one to converse with him, reads the OHIO EDUCATIONAL MONTHLY with as much interest as most men read the daily paper. A di-

rector of city schools whose judgment on educational questions is so solid as to make it valuable to teachers of years of experience, knew a teacher thoroughly, through the same source, before he had met her. Some very wise things on education have been written by men who have not had experience in teaching in the school-room. One has but to think of what has been done in this line by eminent Englishmen, to be convinced of the truth of this statement. So we might infer, if we did not know it from our own experience, that professional and business men, mechanics and farmers, serving as school-directors are often able to give teachers helpful suggestions as well as to appreciate what is best in their work. Men who have seen this work for themselves have been known to increase salaries without solicitation, and to refuse to accept resignations, when their teachers have been called to other fields of labor.

The second reason why directors should visit the school is that it greatly encourages a teacher to feel that they have an interest in her work and in the children intrusted to her care. For several years in succession in one of my schools we always had one of the directors, sometimes two, and occasionally four out of six, to give us cordial greetings the first day of the school year, wish us all possible success, and inquire if there was still anything that could be done for our general comfort, or anything more necessary to aid us in our work. The effect was inspiring. I shall never forget what one of the most capable assistants I have ever had said in regard to one of these kind visits when she first came to us from a neighboring city: "How kind in these gentlemen to come and show this interest in our work! Why, it makes me feel as I never did before that there will be a moral force back of me in all I do that is right; and I shall have encouragement that will inspire me to work better than I have ever before worked."

MARGARET W. SUTHERLAND.

Columbus City Normal School.

EDUCATIONAL INTELLIGENCE.

—High school and senior grammar grades at Crestline planted trees, with appropriate exercises, Arbor Day.

—The schools of Lodi, under the supervision of B. F. Hoover, closed the winter term with a public exhibit, of which the local papers speak in very high terms of praise.

—Commencement exercises at Cedarville will be held May 22. C. S. D. Shawan has charge of the schools. His brother, J. A. Shawan, of Columbus, will address the class.

—A joint meeting of the teachers of Fayette and Clinton counties was held at Washington C. H., April 11. The program contains,

besides local names, the names of Miss Sutherland, of the Columbus Training School, Dr. Ellis, of Hamilton, and State Commissioner Hancock.

—*The Toronto Globe* states that for several months a large committee of citizens have been actively engaged in preparations for the great inter-National Educational Association to convene in that city in July next. The postage on the circulars now being sent out will amount to \$1000.

—Massachusetts expended, in the year 1889-90, for text-books maps, charts, stationery, etc., for all the public schools, the sum of \$469,924, or \$1.54 per pupil. In the same period she expended \$24,145 for the transportation of pupils to the schools, made necessary by the consolidation of schools.

—The Mt. Vernon schools seem to be growing in popularity. The amount of tuition paid by pupils living outside of the city limits has nearly doubled in the last two years. A table recently prepared by Supt. Bonebrake shows that the outside tuition has grown from \$271 in 1875, to \$1400 the present year.

—Arbor Day was observed at the Garfield school, Columbus, with very marked interest. A fine program was prepared by Principal McFarland and well carried out by the pupils of the various departments, to the delight of a very large audience. Addresses were delivered by Gov. Campbell and Supt. Shawan.

—The first commencement of the Washington Township (Montgomery County) High School was held April 8th. Prof. Charles Loos, of Dayton, gave an address. There were four graduates—the first in the history of the school. The schools of Washington Township have been under the supervision of L. G. Weaver during the last two years.

—A meeting of the North-Eastern Ohio Teachers' Association will be held at Salem, Friday evening and Saturday, May 8 and 9. W. H. Gallup, of Wellsville, will present a paper on "The Management of Boys;" H. N. Mertz, of Steubenville, will read a paper on "Enriching our Courses of Study." Miss Bennett, of the Warren High School, will also present a paper. Commissioner Hancock has promised to be present. Gov. Campbell has also promised to be present and deliver an address on Saturday.

—The Tri-county (Wayne, Ashland and Medina) held another very successful meeting at Loudonville. The Loudonville people were very enthusiastic and kept the large hall well filled both day and evening. Dr. Willits' lecture, "Sunshine," was the great feature of Friday evening's session, and was a rare treat to all. Saturday, papers were read by Supt. E. E. Adair of Doylestown and Miss M. T. Smith of Lodi. Dr. Hancock lectured on "The People's part in Education." The discussions were interesting and animated.

—COMMENCEMENTS.—Beavercreek Township High School (Greene Co.), April 23—11 graduates—R. W. Mitchell, principal. Bethel Township High School (Clarke Co.), April 10—7 graduates—W. W. Donham, principal. Caledonia High School, April 24—4 graduates—W. V. Smith, principal. New Paris High School, May 1—10 graduates—F. S. Alley, superintendent. Woodsfield High School, May 7—6 graduates—E. B. Thomas, superintendent. Nelson High School, April 29—3 graduates—Edward Truman, superintendent. Richfield High School, April 23—5 graduates—T. D. Morley, principal.

—New London, Ohio, has a population of 1200. The enumeration of youth of school age is but 279. The number enrolled in school is 237. This year the senior class numbers ten, of whom nine will graduate—five boys and four girls. These pupils are all over eighteen years of age. One is *twenty-eight*. Of the nine, six expect to take college course. The junior class numbers twenty. It is thought that seventeen of this number will graduate next year—seven boys and ten girls. All of the juniors are seventeen years or older. The course is four years. Who of "our size" can beat us?
B.

PERSONAL.

—J. J. Bliss has served six years as superintendent of instruction at Crestline, and has been elected for another term of three years.

—G. W. Henry expects to retire from the superintendency of the Leetonia schools at the close of this school year, to engage in mercantile pursuits. He has had a long and prosperous term of service.

—J. W. Zeller has received a unanimous re-election to the superintendency of schools at Findlay, Ohio, for a term of two years. Salary, \$2000. This is a well deserved recognition of his fourteen years of faithful service in that position.

—Dr. E. D. Warfield has resigned the presidency of Miami University to accept the presidency of LaFayette college, at Easton, Pa. The *Oxford Citizen* nominates Dr. Alston Ellis, of Hamilton, as a man eminently fitted for the presidency of Old Miami.

—The *London Journal of Education* announces the death of R. H. Quick, the well-known English educational writer. He is probably best known on this side of the Atlantic by his "Educational Reformers," a revised and enlarged edition of which has recently appeared.

—Dr. Edward Brooks has been chosen to succeed James MacAlister in the superintendency of the Philadelphia schools. Dr. Brooks is widely known as a teacher and an educational writer

and lecturer, as well as a very genial and pleasant gentleman. His fitness for the position is unquestioned.

—A. A. Bartow, principal of the Seventh Ward Schools, Sandusky, has resigned to take a similar position at Tacoma, Wash. He was six years at Sandusky and proved himself an industrious worker. Miss Winnifred Light, of Ottawa, succeeds him. The schools of Sandusky are running smoothly and prosperously.

—Dr. T. W. Bicknell, of Boston, is strongly endorsed by leading educators of the country as a suitable person to have charge of the educational exhibit at the World's Columbian Exposition, to be held at Chicago. His eminent fitness for the position seems to be conceded on all hands, and those best informed are confident of his appointment.

—W. V. Rood, principal of the Akron High School, has been called to mourn the loss of his wife. She died suddenly, about the time of our last issue, and was buried at Wellington, O., the home of her parents. Mr. Rood is left with four children, the youngest an infant. A wide circle of friends sympathize with him in this great affliction.

—Miss Julia Leeke is now serving her thirtieth consecutive year in the Barnesville Public Schools. She is undoubtedly one of the most successful teachers in Eastern Ohio, and the people of Barnesville are proud of her record. Pupils who attended school under her years ago are now members of the Board of Education and have children under her instruction. COM.

—R. S. Thomas, of Jefferson, succeeds J. L. Lasley in the superintendency at Warren, Ohio. Salary, \$1700. The *Warren Chronicle* intimates broadly that the displacement of Mr. Lasley was a piece of underhanded scheming on the part of certain board members, neither demanded nor approved by the people. Mr. Lasley's successor has ability and experience, and we predict for him a successful career at Warren.

—Hon. J. P. Wickersham, for sixteen years State Superintendent of schools of Pennsylvania, died at Lancaster, March 25, of heart failure, induced by an attack of grippe. He is spoken of as the founder of the Pennsylvania normal school system, and he more than any one else moulded the school system of the State, and made it what it is to-day. His *School Economy and Methods of Instruction* are probably as widely known in this country as any similar books.

—Dr. W. N. Hailmann will open, on Monday, July 20, at LaPorte, Indiana, a two-weeks summer school, especially adapted to superintendents and principals, for the study of the educational principles of Froebel in their applications to kindergartens and primary schools. Dr. Hailmann is well known as an enthusiastic disciple of Froebel and master of his philosophy and methods.

Also, at the same place, Mrs. Eudora L. Hailmann will open a school of kindergarten and primary methods for teachers. Courses begin June 15 and June 29.

BOOKS.

The American Citizen, by Charles F. Dole (D. C. Heath & Co., Boston), may be called a text-book of practical morals. It contains a statement and illustration of the moral principles which underlie civilized life in the home, in the school, in social life, in business, in government. The social and economical questions of the day are treated, mainly from the moral stand-point, with fairness and clearness. Many of our rights and duties as neighbors and citizens are treated with clear insight and refined delicacy. We are disposed to commend the book strongly to the attention of our readers, believing that its use in the higher grades of the common schools would be of great value to the individual and make for the betterment of society.

Advanced Lessons in English Grammar, for Use in Higher Grammar Classes. By Wm. H. Maxwell, Superintendent of Public Instruction, Brooklyn, N. Y. American Book Company, Press of A. S. Barnes & Co., New York. 327 pages, 60 cents.

There are grammars and grammars. The one before us is the third book of "Maxwell's English Course," a three book series. It is quite full, covering the whole ground of the traditional "four parts" of grammar, viz.; Orthography, Etymology, Syntax and Prosody. To our thinking, the alphabet, elementary sounds, rules for spelling, word analysis, etc., belong more appropriately to the spelling-book and the dictionary, and versification to rhetoric, leaving to grammar its own appropriate field, the classification, inflection, and relations of words. The plan of the book is well carried out. It contains a clear and sound treatment of the various subjects.

Appletons' School Physics. By John D. Quackenbos, aided by a corps of distinguished scientists and teachers. American Book Company. Press of D. Appleton & Co. Introduction Price, \$1.20.

Each of several departments was assigned to a specialist in that department, with a view to producing a thoroughly modern and thoroughly reliable text-book. It is designed for pupils fourteen years old and upward. One is impressed at once with the simplicity and clearness of statement without any sacrifice of scientific accuracy. Reference is had constantly to the practical application of principles. Diagrams are used wherever practicable, and minute directions are given for the construction of simple apparatus. Electricity and its practical applications are quite fully treated. It is a rare thing to find a treatment of the subject so simple and practical and yet so thorough.

This Continent of Ours is the Second Book of the Picturesque Geographical Readers, by Charles F. King, published by Lee and Shepard, Boston. It may either supplement or supplant the regular text-book in grammar grades. The style is very pleasing, the illustrations are profuse and beautiful, and the great store of useful and interesting information about places and peoples is such as can only be obtained otherwise by extended research. Boys and girls twelve to fourteen years old would get from this book in a month a clearer and better knowledge of "this continent of ours" than they could obtain by conning and reciting the skeleton-facts of the ordinary text-books for a whole winter; and the one would be a pleasant pastime producing a keen appetite for more, while the other would, in all probability, prove a drudgery attended with loathing. Our readers should make note of this book.

Buckeye-Hawkeye Schoolmaster, or The Life of Carl MacKenzie. Dedicated to the School-teachers of America by One of the Teachers. Chicago: W. W. Knowles & Co.

This may be called a pedagogical novel. Something of educational philosophy and a good deal of school-room experience are woven into a story, somewhat after the style of *The Evolution of Dodd*. Though less attractive and thought-provoking than that book, it will bear reading.

Buds and Blossoms. Number one. A Vocal Instructor and Book of Songs for Public Schools and Juvenile Classes. Prepared and published by S. H. Lightner, Youngstown, Ohio.

This is a new collection of exercises and songs carefully graded for children from six to ten years old. A music master to whom we referred it says, "The exercises and songs are well adapted, and the book is in many respects in advance of all its predecessors."

Notes on English Literature. By Fred Parker Emery, Instructor in English in the Massachusetts Institute of Technology, Ginn & Co., Boston.

Literature is learned not so much by studying about it as by studying it. This book blazes the way. It points out what is most worth study and indicates the method. Why to read, what to read, and how to read are the lessons it teaches. It is equally suited for the class-room and for the private reader. Teachers will find it specially helpful.

THE MAGAZINES.

With what anticipations of pleasure one comes to look each month for the arrival of his favorite magazines. Usually among the first to arrive is the *Atlantic*, and it brings this month a full feast, as is its wont. Francis Parkman's "Capture of Louisburg" is the conclusion of an admirable historical sketch. Richard H.

Dana's "Voyage on the Grand Canal of China" presents very vivid pictures of Chinese life and character. "Modern Teaching of Arithmetic" is an article of special interest to teachers. Besides the regular installments of stories, the Contributor's Club, and book reviews, there are several other historical and character sketches.

Scribner contains this month the second of its "Ocean Steamship" articles, profusely illustrated, and the first of a finely illustrated series, "The Great Streets of the World," presenting Broadway, N. Y., with its noted buildings and teeming life, to be followed next month by the Boulevards of Paris. Other features are an illustrated article on "Shakespeare as an Actor," several serial stories, poetry, etc. *Scribner* takes high rank as an illustrated magazine.

The North American comes freighted with the thought of leading thinkers on the great questions of the day. Wealth and its uses occupies the first place, followed by the Canada question, Napoleon's Views of Religion, Our Business Prospects, Lynch Law and Unrestricted Immigration, Politician and Pharisee, etc., etc. The department of Notes and Comments is unusually full and spicy—among other things, "A Catholic" gives his views on the School question, from the stand-point of the Catholic layman. This *Review* lays before its readers from month to month the matured opinions of the most eminent writers of America and Europe.

The Century begins a new volume with this number. It has for frontispiece a portrait of Emperor Nicholas I, and a rich and varied table of contents. George M. Dallas describes the Court of Czar Nicholas, John Bigelow gives a chapter of secret history under the title, "The Confederate Diplomats and their Shirt of Nesses." Other noticeable articles are "Pioneer Mining in California," "Visible Sound," "Louisa May Alcott," "Salons of the Empire and Restoration, and a continuation of Edward Eggleston's Faith Doctor.

The Arena has as frontispiece a full page portrait of Rev. M. J. Savage. The opening article is "The Wheat Supply of Europe and America, followed by "Russia of To-day," a discussion of spiritualism by Julian Hawthorne and Rev. M. J. Savage, What is Judaism? by Dr. Isaacs, the Survival of Faith, New Testament Inspiration, and several other equally valuable articles. The editor devotes several pages to Socialism, hitting it some hard raps. The new *Arena* is rapidly making itself indispensable to the student of the living questions of the hour.

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THE GROWTH OF THE AMERICAN UNION.

BY B. A. MINSDALE.

[From a forthcoming text-book entitled, "The American Government."]

The Relations of the Colonies.—At first the Colonies were wholly separate and distinct settlements, or groups of settlements, on the edge of a vast continent, often widely separated. But some bonds of union existed from the beginning. The Colonists were mainly of English blood; they had the same national history, the same political and civil institutions, the same general customs, the same language and literature. They had a common citizenship, since the inhabitants of any one colony enjoyed all the rights and privileges of the inhabitants in any other. They had common enemies and friends, common dangers, objects, and hopes. There was more or less emigration from colony to colony, which time and social and business connections multiplied. The name they bore marked them off from all the world as one society. The Declaration of Independence spoke of their constitution. So, while their only governmental bond was their common dependence upon England, they still formed a moral and

social unity that continued to strengthen until it gave birth to a political unity. Moreover, the series of political acts now to be recounted contributed powerfully to that end.

The Consolidation of Colonies.—The original Connecticut was formed by the union in 1639, of the towns of Hartford, Weathersfield, and Windsor. The organic act that they then adopted, called the Fundamental Orders, was the first American Constitution framed for the people by the people. The Colony of New Haven originated about the same time in the Union of some towns on the Sound, the principal of which was New Haven. Furthermore, in 1662 the two colonies were merged in one, bearing the name of Connecticut. Rhode Island had its origin in the union of the various plantations on Narragansett Bay. Plymouth was merged in Massachusetts Bay in 1691. Thus, the colonists had examples of consolidated unions in their own history. Nor were examples of federal unions of a certain sort lacking.

The United Colonies of New England.—In 1643 the three principal New England Colonies entered into a league that is sometimes known by the above name, and sometimes by the name of the New England Confederation. This league was called into being by common dangers to which the three Colonies were exposed from the Indians and the Dutch; it dealt with such subjects as war, peace, Indian affairs, and intercolonial roads. For a time it played an important part in New England history; then became weak, and in 1684 ceased to exist. The historian Chalmers has said: "It offers the first example of coalition in the Colonial story, and showed to party leaders in after times the advantages of concert."

Penn's Plan of Union.—In 1697 William Penn presented to the English Board of Trade a scheme for rendering the Colonies more useful to the Crown and to one another. It provided for a Congress, to be composed of two deputies from each colony, and to be presided over by a royal commissioner, who should also command the troops enrolled to meet a common enemy. Nothing came of this plan of union, but it was the first one proposed for all the Colonies and the first document relating to American affairs that contains the word "congress." It also

contains the doctrine of taxation for which the colonies contended in the next Century.

The Wars with the French and Indians.—The common dangers arising from these wars greatly stimulated the union sentiment. The conferences of commissioners and governors, the concurrent action of legislatures, and the various joint military expeditions made necessary by the neighborhood of common foes, were the most practical of lessons in the value of union. The first of these conferences was held in New York in 1690, by commissioners appointed by the New England Colonies and New York. This conference amounted to but little, but it prepared the way for others more formidable and significant. The French and Indian War, 1755—1763, materially weakened the sense of dependence upon England, and developed the sentiment of common interest and power.

The Albany Congress of 1754.—In 1754, when England was on the verge of war with France, the Board of Trade recommended the Colonies to hold a Congress to treat with the Six Nations, and form a league for their common protection. In conformity with this recommendation, commissioners from seven Colonies met at Albany, June 19, 1754, forming the first of the American congresses. After negotiating the desired treaty with the Indians, this body recommended to the Colonies and to the home government a Plan of Union that had been drawn up by Dr. Franklin. This Plan contemplated a common government, administered by a President-General appointed by the Crown, and a Grand Council chosen by the Colonial Assemblies. It failed to receive the necessary ratifications both in America and in England, but for very different reasons. The Colonists thought it contained too much royal prerogative, while the Board of Trade thought it too democratic. While the Albany plan failed of adoption, it was not without influence on the country.

The Stamp-Act Congress.—The colonial policy that the home government pursued, and particularly the enactment of the Stamp Act, brought together, in New York, Oct. 7, 1765, the Congress that bears this name, consisting of 28 members from nine different colonies. Its object was to consider the state of colonial affairs. It adopted

an address to the King, a petition to the House of Commons, and a declaration of rights,—the whole forming a vigorous statement of American rights, and a strong protest against the course of the home government. No immediate impression was produced, but soon after the Stamp Act was repealed. While this Congress failed to shake the Crown and Parliament in their determination to tax the Colonies, it still tended strongly to unite the Colonies, and to prepare the way for future co-operation. It has been called the "day-star of the American Union."

The Congress of 1774.—The persistence of the British government in its chosen policy led to this Congress. It sat in Philadelphia from September 5 to October 26, 1774, and contained representatives from all the colonies but Georgia. Its object was to advise, consult, and adopt such measures as would tend to extricate the Colonies from their difficulties, and restore harmony with the Mother Country. It adopted a declaration of rights, and addresses to the King, to the British people, to the people of the Colonies, and to the people of Canada, and also recommended the Colonies to suspend commercial relations with England and her dependencies, unless their grievances should be redressed. It commended Massachusetts for her resistance to the objectionable acts of Parliament, and declared that, in case the home government persisted in carrying these acts into effect, all America ought to support Massachusetts in her opposition. It also recommended the holding of another Congress the next year. The recommendations of this Congress were of far-reaching effect. John Adams called the Non-Importation Agreement that it drew up, which was duly ratified, "the Memorable league of the Continent in 1774, which first expressed the sovereign will of a free nation in America."

The Congress of 1775.—All the Colonies were represented in this Congress. When it met at Philadelphia, June 15, it found the state of affairs greatly changed from the preceding year. The battle of Lexington had been fought, and Boston was beleaguered by a patriot army. The Congress at once assumed the direction of the armed resistance to the British power. June 15 it chose Washington General of all the Continental forces raised, or to

be raised, for the defense of American liberty, and on the 17th, it gave him a commission, in which it called these "The Army of the United States." June 22 it resolved to emit bills of credit for the defense of America, and pledged the Confederate Colonies for their redemption. In a word, Congress assumed all the powers of sovereignty deemed essential to the maintainance of the national cause. It continued in session until August 1, when it adjourned until September 5th.

The Continental Congress.—The Congress of 1774 was first called the "General Congress" and "the Congress at Philadelphia." In December of that year the Massachusetts Legislature, called it "The Continental Congress," and the country at once adopted that name. For a time, men recognized different Continental Congresses, as the First and Second, but this practice ceased as soon as Congress became a permanent body. And it was this Congress, recognized as the grand council of the new nation, that cut the tie which bound America to England.

The Union Established.—This review shows that an American Union had occupied increasing attention on both sides of the Atlantic for many years. It shows, also, the presence of powerful forces steadily working in that direction. Professor Johnston has said: "The whole coast from Nova Scotia to the Spanish possessions in Florida, was one in all essential circumstances; and there was only the need of some sudden shock to crystallize it into a real political unity." This shock came in 1775, and the elements crystalized, although in quite a different way from any that had been contemplated. In fact, this union dates from the time when Congress adopted the army that was beseiging Boston June 15, 1775. But for formal purposes, it is better to date from the Declaration of Independence.

TOO MUCH OF A GOOD THING.

BY PROF. S. R. THOMPSON.

[Read before the American Institute of Instruction, at Newport, R. I.]

Twenty-five years ago I unexpectedly found myself charged with the supervision of some three hundred and

fifty schools, about three hundred of which were in the country, and the others in the cities and villages of the same county. In going about among these schools, certain differences between the two classes strongly attracted my attention. The observations then made, and since that time verified in a wider field, seem to point to certain tendencies and results in the school work of cities, which deserve more attention than they have received. My observations were made in towns and cities of thirty thousand inhabitants or fewer. Whether the same conditions may be found in the larger cities I do not know.

The following are some of the differences referred to:

First. Pupils in the country schools pursuing certain studies are usually older than pupils in the city schools pursuing the same studies at the same stage. In the primary schools, this difference of age is not marked, but it increases in the higher grades. In the period covered by the last third of an ordinary graded school course, it will amount to from three to five years.

Second. Pupils who have advanced to the work of the upper grades by studying in the country, and who afterwards enter their proper grade in a city school, generally show more working power, greater energy, more power of concentration, require less aid from the teacher, and will go further in overcoming obstacles by their own inherent force, than students who have come up regularly through the lower grades of the school. The country-trained pupils make more rapid progress, completing two years of the course in one more frequently than city pupils.

In the *third* place, pupils who receive their early education in country schools usually make stronger students in the colleges and universities than those trained in cities. Of course there are exceptions on both sides; but the rule is as stated.

The *fourth* point is, that a large majority of men in public life and in the learned professions were country born, and received their early education in country schools. The condition of things found by the Rev. Washington Gladden in a New England city might easily be paralleled elsewhere. Similar investigation made in a city of fifteen thousand souls, the capital of a Western State, showed

that every State officer, from the governor down, two of the three judges of the Supreme Court, the judges of the United States and the State District Courts, the United States District Attorney, all but one of the professors in the State university, the mayor and town council, and two thirds of all the lawyers and leading merchants of the city, had been born and received the rudiments of their education in the country.

Just here I am reminded of a remark made to me by a Western judge, himself a fine scholar and a friend of education. The city in which he lived prided herself on her public schools, and at this time possessed as good a corps of teachers as could be found in the country. He said, "I wish I had a good country school to send my boy to." To my surprised inquiry for his reasons, he replied, in substance, that he had observed the superior chances in life possessed by country over city boys; and though he could not clearly point out the reasons, he felt that it was an advantage on the whole to have a boy brought up in the country.

It would seem that such results as these are exactly the reverse of what might have been expected. It can not be doubted that city schools are, as a rule, better housed, have more illustrative apparatus, are provided with more skilful teachers, are more comfortably arranged, are taught more months in the year, are under more efficient supervision; in short, are better equipped in all ways than are the country schools. Yet, with all these advantages, the pupils of the country schools, in the race of life, distance their town-bred competitors.

Now, it is not to be supposed that these things come by chance. There must be somewhere adequate reasons which, when found and understood, will account for them. Can such reasons be found?

The causes of the results spoken of are, in part at least, capable of being identified, and some may be mentioned.

1. One of the most important is the too close confinement of pupils in school in the earlier years of the course. The constraint of school at this age is felt to be particularly irksome. It is not strange that five hours' confinement a day for ten months of the year should be

thought tiresome by children. In the country the terms are rarely more than three months long, and these divided one from another by a vacation. Besides, school life in the country is more lively than life out of school; while in cities the reverse is often the fact. It is not strange that school life in towns, during the earlier years, is felt by many pupils to be monotonous.

2. By continuous attendance for ten months in the year, pupils are enabled to advance faster and further in their studies than in the country. In some respects this is an advantage; and were the minds of the children directed to such subjects or studies only as are adapted to their capacity, no harm would result. But, unfortunately, this is not always judiciously managed; and so it is not uncommon to see pupils wrestling with subjects utterly beyond their comprehension. Once out of their depth, they are literally carried along by the skill and painstaking labor of the much-enduring teacher. Then infinitesimal lessons, constant drilling, memorizing of reasons which never touch the understanding, and surface learning become the order of the day. As a pure achievement of patient toil under difficulties, the work done at this stage, by many faithful teachers, is something remarkable. But the results are not worthy—are utterly unworthy—of the earnest labor by which the teacher gains them. Things learned in this way do not strengthen the mind; they cripple it instead, by creating pernicious intellectual habits.

When a pupil clearly comprehends what he learns, his mind is stimulated to a healthy activity, which in time renders mental exertion pleasant. But when intellectual tasks are beyond the ability of the learner, when they are such that he lacks maturity of mind to comprehend, his activity is enfeebled, his energy relaxed, and he is weakened instead of strengthened by such training.

In the highest class of a grammar school in a city, I once saw a teacher spend half an hour, and exhaust all his tact and skill, in the vain attempt to teach the pupils to understand the geometrical definitions of a point and a line. The pupils would average from twelve to thirteen years, and were as intelligent as pupils usually are. The

difficulty was they had not reached that stage of mental development which enabled them to grasp such abstractions.

A well-known Boston boy, Ben Franklin, tells us that, when about ten years old, he utterly failed in arithmetic, though assisted by a good teacher; but that some years afterwards he found, on taking up the same subject, he was able to master it alone without difficulty.

This premature forcing of children into work too difficult for them is finely satirized by Dickens in his account of Dr. Blimber's school, where the boys were treated like hot-house flowers: "They all blew before their time, mental green peas were produced at Christmas, or an intellectual asparagus at all seasons of the year. Every description of Greek and Latin vegetable was got off the driest twigs of boys in the frostiest of circumstances."

3. Pupils in city schools usually carry on more subjects at the same time than is customary in the country. In city schools, a large number of subjects are kept abreast; in country schools, the different studies are taken up in succession, or alternated in different terms. An extreme case is remembered where a gentleman, living in one of our large Eastern cities, showed me the program of the recitations made in the city high school by his daughter, a girl of sixteen. It appeared that she, at some time during the week, recited in nine different studies. The particular subjects are not now recalled, but rhetoric, United States history, geometry, and natural philosophy were among them. The others were of the same rank. Some were recited once a week, some twice, others three times. Such a course of study might be labeled a compendious way of producing mental dissipation. To secure power of mind or working ability by such a curriculum would be like the Gulliverian problem of extracting sunbeams from cucumbers.

4. Again, the country boy is usually trained to work steadily, continuously, and systematically at some form of manual labor. This toil, doubtless, is of great advantage to him in giving him a healthy physical development, yet it also has an important effect on his mental development. The boy who has learned to keep himself at manual labor steadily, for a considerable period of time, will carry

the habit of application thus acquired over into his intellectual occupations. He has learned to work with his hands, and to continue at it till the job is done, whether the work is pleasant or otherwise; and this gives him a moral bent towards the faithful performance of intellectual tasks, which tends to make him a much more effective worker in this field than one who has not had his manual-labor experience.

Undoubtedly this early training in steady manual labor is one of the most important advantages which the country boy has over the city boy. City-bred boys have but little opportunity to learn to work. They are kept at school so continuously that they have no chance to engage in manual labor, and thus they fail of obtaining the valuable training which such labor affords. In estimating the weight to be given to this consideration, we must remember that habits are the result of actions rather than of knowledge. What a person does has vastly more to do with the habits he forms than what he knows.

The intellectual state of a school-boy, at any given time, is the result of two things: 1. His native, inborn constitution, what he inherits from his ancestors; and 2. The effect produced upon his habits and aptitudes by his surroundings, and the instruction he has received. It seems to me that we who are employed in the business of instruction are somewhat apt to give too much credit to education, and too little to native-born aptitudes. Doubtless some are more easily moulded by early training than others, and all are thus moulded to some extent. Yet how often do we see two brothers, born of the same parents, brought up in the same household, sent to the same school, and during all their earlier years subjected to the same influences, yet in maturity they will each differ from the other as much as two men can. Such an instance—and it is not uncommon—serves to show strongly the enduring power of inborn characteristics, as compared with the moulding power of all the educating influences with which the boy may be surrounded.

But you may say, suppose this all to be true, what are you going to do about it? That is a question more easily asked than answered.

Assuming that the difficulty is real, and the causes in the main such as I have ventured to assign, it would seem that—as the physician would say—certain changes are indicated.

1. The number of subjects of study in the higher grades should be cut down till each pupil has no more than two leading studies. To these, one or two exercises, which consist principally of practice, may be added. Subjects will be pursued a term or two, and then give way to others. Thus we may allow the pupil to secure working power by concentrating his energy on a few studies at once.

2. Require the pupil to do as much work himself as possible, and restrict the help furnished by the teacher to the smallest practicable amount. Let the teacher feel that it is his business not to work for the pupil, or to lighten his task by making it easier, but simply to direct him in the best way to render his efforts more effective.

3. Do not allow the pupil to advance into work which he is too immature to comprehend. It often happens that pupils, with a good verbal memory, read through the lower readers of the course, and reach the higher, long before it is possible for them to comprehend the literature of the advanced books.

I once saw a girl four and a half years old reading in the Fifth Reader. She knew at sight and could name the words fluently, but it was obvious that she had but a nebulous conception of what she was reading about. In the better time coming, pupils will read from two to six First Readers before they advance to the Second, and do the same with each reader of the series. This will not only make them more intelligent readers at whatever stage of advancement they may be, but will give them time to grow up with their work. They will not then, as Dr. John Brown expressed it, "be thrust out of their present selves and into the middle of next week or next year," so often as they now are.

4. In adapting school work to the younger pupils of our schools, we must distinguish more clearly what is, and what is not, fitted for their use. One point may be mentioned. We must make a sharp distinction between things which are known, and which are learned princi-

pally by study and reflection, and which from their nature require that the power of reflection and abstraction should be considerably developed, before they can be studied with profit; and those intellectual arts, or those arts which are partly manual and part intellectual, and which are largely learned by practice. These arts, like penmanship and drawing, can be acquired by diligent practice at any time during school life. A boy of ten will be able to learn much that is permanently useful about English composition, while he may be utterly incapable of comprehending the abstractions of English grammar. So in arithmetic, a boy may commit a large number of arithmetical facts to memory, such, for instance, as the multiplication-table and the like, while he cannot grasp the reasonings connected with the higher work in arithmetic.

By confining the boy's efforts to such things as he can master, he is insensibly led to form the habit of mastery, of working with vim, of expecting to win, of counting on the victory in his struggles with the difficulties of school life. This habit, once formed, will be of the greatest value to him in all his future life, whether in or out of school.

These things have been mentioned first, because, while they do not strike at the root of the matter, and are rather of the nature of palliatives than cures, they may serve to mitigate the evils under consideration.

5. Some improvement in the direction indicated might be made by making the minimum school age seven instead of five. This is a reform urgently needed on all accounts.

6. A more effective measure would be to shorten, by about one half, the hours of school for all pupils under ten years. The same thing could be reached by cutting down the months of school from ten to six for the younger pupils.

Twenty-two years ago I was able to try an experiment of this kind, which I have since had verified more than once. In a primary school under my supervision, one teacher had sixty or more pupils. At my suggestion the board authorized the division of this school into two grades, one to come in the forenoon and the other in the afternoon. This half-time arrangement was continued for three months. Though it was conceded that the pupils learned

as much as before, though the conditions as regards health were much better than before, yet so much pressure was brought upon the board by the parents, that the half-time plan was given up. The real objection was that the children were at home more of the time, and had to be looked after by their parents, while under the full-time plan, these little ones were for three hours more each day under the care of the teacher, and out of the way at home.

But aside from the desire which parents feel to have the children out of the way as much as possible, and which is an obstacle to the half-time plan, there is this real objection, that the half-time plan would put large numbers of boys on the streets more hours. So strongly is this point felt by many, that unless it can be met by some plan which will keep the boys out of the streets during the other three hours, there is no probability that half-time schools will ever be adopted to any considerable extent. The superintendent of a city school system once said to me, that rather than shorten the hours or diminish the number of months of school, he would increase both. He said that a majority of the pupils were better situated morally and healthfully at school than at home.

7. And finally, another solution of the problem, as far at least as it concerns the intermediate and higher grades, seems possible. This is to give the pupils some form of industrial training for a portion of each day. Such a system, once established on a practical basis, would have many advantages. It would serve to break up the monotony of continuous brain work; it would occupy the time of the pupil in an educational way, by work adapted to his capacity, till time and natural growth had fitted him for severer tasks; and it would enable him to develop and confirm solid working habits.

Manual training, rightly conducted, has the highest value as a means of developing working power. Habits of acting are developed by acting. Very much of the training in manual arts exercises the muscles strongly, the brain and nervous organism but lightly. It thus becomes a relief from the monotony of school-book study.

It is too much the fashion to extol some one form of education as not only good, but the only good one. There

is reason to believe that a judicious combination of various elements and appliances will secure better results than can be obtained from any one alone. It is on this principle that I look upon the introduction of industrial education as supplying an element in our general training, and one which is now lacking. It is not to supersede, but to aid the study of books. And it is because we need it, that it is coming, and coming to stay.

Gentlemen, whoever you are that think there is no intellectual education save what comes through language and books, and the time-honored and justly honored forms of school training, you would do well to consider. Education in its relation to modern industries is the great question of the hour. Education in industry, for industry, and by industry, is the new trinity which must attract its share of educational devotion, equally with the old trivium and quadrivium, and its modern modifications.

Education *in* the industries is old, education *for* the industries is new, but it has come to stay, and education *by* the industries, which for so long has done its useful, but unrecognized, work in happy country homes, must have its beneficent sway greatly extended.

LEGISLATION IN BEHALF OF THE PUBLIC SCHOOLS.

BY F. TREUDLEY.

The Legislature of the State having adjourned without enacting such measures as have been desired for many years by the teachers of the State, it is fitting that a brief report should now be made by the Committee of the State Teachers' Association to which was entrusted the duty of looking after these matters. One of the committee, Mr. Andrews of Marietta, was unable to serve by reason of ill-health, and his successor, Mr. Mohler of Gallipolis, was not named until a late date.

According to the general plan, the State was divided into seven districts, the number of the committee, and each man undertook the work of influencing public sentiment in his district. A circular was prepared setting forth what was deemed the province of legislative

action, with suggestions as to methods of work. A considerable amount of work was done, both personal and public, with members of the Legislature, through the press, and before Farmers' and Teachers' Institutes. Quite a number of the members of the Legislature signified their approval of the general plans and wishes, as indicated in that circular, and gave assurance of a disposition to favor any action that would promote the efficiency of the schools. From the first, however, it appeared that the adjourned session of the Legislature was not likely to be a favorable opportunity for securing any measures that would appear to involve additional expense. The peculiar conditions surrounding this session are known to all.

The Ohl bill was defeated by a heavy adverse vote, although Mr. Ohl wrote me that this was not evidence of lack of desire to benefit the schools or to pass suitable measures for their benefit, but that the bill failed because its provisions did not seem to be adequate to meet the real needs.

The committee kept in communication with the commissioner, assuring him of our willingness to serve in any matter. The question of visiting the capital was considered, but the outlook did not seem to warrant the expenditure of the time and money necessary. So the session wore on to the end without accomplishing any of the measures proposed.

Such is a brief statement of the condition of affairs. The important question now is as to the future, and the writer wishes to speak purely on his own responsibility.

1. There is no room for discouragement but abundant cause for encouragement. The sympathetic attitude of the Governor, both in his message and his public utterances; the favorable editorials of such papers, as the *Cleveland Leader* in its issue of August 12th; the testimony of the members of the committee and their correspondents, as to the generally favorable attitude of the people to the measures proposed, and in general to the proposition that something needs to be done;—all this indicates the ripening of public sentiment as regards the true interests of the schools and the direction from which assistance must come. But grant even that this is all a delusion; our duty

as teachers is clear, and there is no greater privilege accorded to men than that of pursuing steadfastly the right.

2. All will agree, I think, that toward the accomplishment of our purposes we should put little reliance on what may be said or done at teachers' meetings, institutes, etc., but that we should get directly at the people and our representatives in the Legislature. The people must be reached through the press; our legislators through the press in part and in part by personal argument and appeal.

These considerations suggest two lines of work concerning each of which I wish briefly to write.

1. We should perfect our state organization for personal work. The same plan as pursued last year should, in my judgment, be followed, save that the central committee should be enlarged so that each member should not have more than six to seven counties in his district. This would make a general committee of from 12 to 15 men. These men should be aggressive, faithful, diligent, endowed with tact, courage and sense, and in hearty sympathy with all measures proposed. Each man, then, should organize his own district in the same manner, having his correspondents in each county. I make this suggestion, as the districts last year were on the whole too large.

2. There ought to be established what might be called a committee on publication, charged with the duty of publishing and disseminating literature on the educational needs of the State. This committee should be entirely separate from the other. It must have money, and we as teachers ought to furnish it or get others to furnish it. It is not necessary to enlarge upon the details of this work, but all can see that it is the only means of really reaching the people. We can not, on a large scale, organize a lecture campaign on this general subject. Only teachers could do it. Few have cultivated effectively the ability to make public addresses. And even this power granted, time forbids. If we propose serious effort in the lines of educational reform, the aid of the press must be worked.

3. Such measures as we seek ought, to be thoroughly considered and very carefully formulated by persons able to draw legal measures and make them hold water. They

should represent the matured judgment of those most competent to take all matters into view.

It is one thing for us as teachers to say what we want and quite another to reduce it to consistent form, especially when are involved details of some complexity. Speaking for myself, and remembering that diverse opinions prevail as to what is best, I would favor the draughting of several measures, each complete in itself; as, one embodying county superintendency, and looking to the necessary modification of our systems of county institutes and examinations, and one embodying the creation of the township high school and township supervision. And I may say that, while past experience has tended to cause me to view the enactment of county superintendency favorably, either one of such measures as have been indicated would immensely benefit our schools, if drawn with care and imposing adequate conditions. For I am free to observe that legislative enactments so loosely drawn as to permit inferior supervision by inferior men or women, and for whose opportunities the best men and women will not strive, will curse rather than bless. There is some degree of merit in Napoleon's reputed remark, "Better an army of deer led by a lion than an army of lion led by a deer." I conceive that what is wanted is intelligent and persistent study and discussion of the educational needs of our State.

No one can say that the cause is a trivial one. The career of a commonwealth like Ohio, both in its own internal development and its wonderful though less direct influence on other commonwealths, makes it incumbent upon us as teachers to do all we can to rear to manhood and womanhood, in a noble way, the children of the State.

Through legislation we permanently affect millions. Discussion should be free, unprejudiced, open; investigation should be thorough and conscientious; neither time, money nor strength should be withheld.

And finally, since all progress springs from mutual concession, and must partake of the nature of compromise, and since no one man or set of men can hope to separate all error from logical processes or conclusions, it is well to be prepared to concede when concession is

necessary, and at all times to hold the mind open to argument. Much more might be said, but this general subject ought to be again carefully considered at the State meeting at Chautauqua.

THE PRONUNCIATION OF LATIN.

BY D. P. PRATT.

It is with regret that I see such "falling from grace" as M. R. A. betrays in the April MONTHLY. For one who fought the Philistines so nobly to yield to the doctrine of "immediate utility" as good ground for such an educational change, is sad. The first part of his article presents such good and strong grounds for the Roman pronunciation, that the one point against it is too weak to stand. If it is best for the student who goes on from preparatory to college course, it is best for the Prep. I was much interested in this subject as presented in the replies to the questions sent out from Norwalk which were published in the MONTHLY. If any one who took no part in that symposium, and who is acquainted with the authorities who therein answer, should examine, I think he will conclude that the heaviest guns are on the side of the Roman. In addition to all other arguments for the Roman there is one I have never seen fully stated and pressed; viz, *it is a system*—simple clear and definite. This the English is not. I have never yet seen a grammar which sets forth clear definite rules for pronunciation and syllabication under the so-called English method without involving absurdity. The difficulties of acquiring the English are greater. Take the verb facio, facere, feci, factum. Under the English we would have fasio, fasere, fesi, factum, Under Roman, fakio, fakere, fake, faktum—certainly easier to learn and more uniform. Without egotism may I briefly state my experience in this matter? As a student at academy and college I learned and used the English method. I was much prejudiced in its favor and taught a number of classes to use it, joining with other anglo-advocates in ridiculing the "Kikero and Kaiser" crowd. But a copy of Bartholomew's Latin grammar falling into my hands, I was led to investigate the claims of the Roman

and try it with a class. I was fully convinced of its approximate accuracy, and superiority in every way. Upon positive orders from a school-board, I, against my judgment, went back to the English, and found it worse than I had ever thought it. I wrote to the National Commissioner of Education, requesting him to gather statistics on the subject, and his next year's report contained the fullest statistics on the different usages in schools and colleges, showing that the Roman was fast gaining a place it would hold.

The so-called "continental" of olden time may be left out of the discussion as a hybrid that is neither fish, flesh, nor fowl. With succeeding classes I have always used the Roman with good results, and hope I ever shall. If the simple "utility" question is to come in, let us take a hundred or so terms in law, medicine and literature, and teach habeas corpus, sodium chloride, *hic jacet, et id omne genus*, to the boys who will need them, and let the time spent on preparatory Latin go to something else of practical utility.

Pronunciation is a matter to be determined by the advanced schools and deep thinkers. The argument from authority in this is very strong. We need not be like the sheep who will hasten to jump out of the pasture into which they have been herded with much labor, because one of the flock thinks he sees better pasture in the old field where he grazed before.

Carlisle, Ky.

THE COLLEGES AND THE HIGH SCHOOLS.

BY PROF. W. D. SHIPMAN, BUCHTEL COLLEGE.

In the May MONTHLY, Prof. H. C. King, of Oberlin, presents some comments and strictures on my article in the April issue. A few further words from me seem called for. The facts concerning the committee for this year were more fully stated, as a correction, in the April number. On that point there is no difference of opinion.

What I undertook to do was this: to express my own interest, and that of the college association, in the efforts to bring about closer relations with the high schools; to

approve, heartily, the good work done by the committees in that interest; and to announce and favorably comment on the important amendment adopted at the Cleveland college meeting last December. That I should have been somewhat misunderstood is not strange; for it is easy to suppose, because one questions some points in a report, that he is opposed to it all, and even to its purpose.

Any one who knows the intentions and efforts of Prof. King in this matter must respect them, and greatly admire his zeal and industry; but it is possible that he may make mistakes, and that the very fullness of his zeal may lead him into unwise positions. As regards the action at Cleveland, I thought I was telling the truth; I still think so; and will try to show the correctness of my understanding. But first, some other points.

In sympathy, in purpose, I am entirely with the object held in view in the report; and many of its details I consider wise and helpful. The questions raised are chiefly questions of fact.

If it be true that the high schools of Ohio, in sufficient numbers to make some special arrangement with the college association reasonable, are really teaching University Algebra, Spherical Geometry, and Trigonometry,—that is, freshman mathematics,—and are also doing such work, both in quantity and quality, in natural and physical science as will take the place of one year's work in college; if their graduates can pass college examinations on these subjects; and if these same high schools do not teach Greek, I shall stand corrected on this point. Where are these schools? I raised this question in the debate at Cleveland, and could get no answer. Prof. King says that most of the college teachers of Greek in Ohio have come to recognize the fact that the report proposes a practical working plan for saving many a man to that study. I should like to have that statement verified. Unless there is a sufficient underlying basis of fact, there can be no practical working plan, even if we could get along with the incident irregularities of the student's work in college.

I have been a member of the committee on classification in an Ohio college for the eight years now passed.

I have met the graduates from a large number of the high schools of Ohio, and other States, and I know what they bring. I have taught Greek in an Ohio college for the fourteen years now passed; and I think that I have a right to an opinion in these matters. In view of the facts, as I know them, I repeat my statement that in some respects the plan as presented in the report of the committee is visionary. For example, it expresses the belief that the course of study as outlined—a four years' course—is within the resources and reach of those high schools which employ two or more teachers!

I think that I have tried most of the plausible experiments, and for some years have been following this very satisfactory method: the average high school graduate who has taken the Latin course without Greek is fitted for the freshman class in the scientific or philosophical course, but not in the classical. If he wishes to take the classical course, or can be persuaded so to do, he becomes a five year man. The first year he takes Greek, in a special fast class, giving much time to that subject, and filling in with whatever may be best for him—more Latin, more mathematics, or perhaps one freshman subject, thus enabling him to get more than the minimum course. A large percentage of those who are really students, will consent to spend the additional year when the advantages thus accruing are properly pointed out; and I have never known one who did so to regret it.

Prof. King says that the position of the report, so far as the Greek is concerned, has been held by the college association since 1868. This is indeed surprising. Whether he considers the report, as it seems to read, an uncomfortable thing to defend, and so is trying to shift his position; or he has not carefully read the record, is difficult to decide. What the men of 1868 did adopt was this: "The colleges will admit students from the high schools, who have not studied Greek, to the college classes for which they are prepared in Mathematics, in Latin, and in Natural Science, and will furnish such students the opportunity to make up their Greek to the grade of their other studies." At the next session they took the pains to explain or modify this action by the following: "Resolved, that the

action of the Association in December, 1868, was intended simply to recommend to the colleges of the State to receive students who may be defective in Greek, but whose attainments in Latin and Mathematics may constitute a full equivalent for such deficiency." We will all approve this, heartily. Let the candidate have credit for everything in which he can stand examination, no matter where he acquired it. Is the plan of the report the same thing? It looks suspiciously like a scheme for justifying what the committee has seen fit to call "playing fast and loose" with the standards. Surely this will be the result if we are to take average high school graduates who have not studied Greek, and put them through the classical course in four years. And it will not be forgotten that the committee recommended also "a more radical plan of adjustment and a better one, *the bringing of Greek wholly within the college course.*" The men of '68 would have stood aghast at this!

I do not claim prophetic gifts. I do not know what the college association may do hereafter; but I feel confident that high standards of scholarship in Ohio will be maintained, in practice as well as on paper.

The facts concerning the action at Cleveland, as I recall them, were these: In debating the report its propositions concerning Greek were brought distinctly into question. The chairman of the committee pleaded earnestly for adoption without amendment. That, he held, was essential to the interests involved. He argued that this was an arrangement which would increase the number of educated men, and the like. He made, in a general way, a strong defence. But in spite of that, an amendment, moderately phrased, was adopted. It was written and moved by the man who most strongly opposed the plan for the Greek. In view of these facts the action has a different look from merely reading it in cold type. Those who heard the discussion may remember. I understood, as I think others did, that the distinct purpose of the amendment was to antagonize and defeat the propositions of the committee; and the author of the amendment writes me that my interpretation is correct. If this was a victory for the report—to begin Greek in the freshman

year, and the like—it was only Cadmean. It is not fair to class those who favored amendment as not friends to the report, speaking generally. We were all friends to the report; but the meeting thought that the report could be improved. I do not question the honesty of what seems to me Prof. King's misunderstanding. The wish is father to the thought, they say.

Now as to the charge of lowering the standard, Prof. King says he does not think it necessary to make any defence. That is not a very convincing method of treatment. His only defence would be a disclaimer that the report means what it says. This he seems to employ in his reference to 1868. One of the gravest objections to the propositions of the report lies in the danger of a double understanding. If some institutions say to the average high school graduate (without Greek), "Come right into our freshman class; we will make you an A. B. in four years; the college association has fixed this matter;" while others require five years, what then? Prof. King says that the most zealous defenders of the report in the association were professors of Greek who had tried the plan of the report for years. There were two men who might be so classed, though I doubt whether either of them had ever tried "the plan of the report;" and it may fairly be questioned whether their position was so much an approval of the particular propositions, as a general sympathy with the purpose of the movement. It will be remembered that at least two institutions, one by its professor of Greek and the other by its president and professor of Latin (the Greek professor being absent) were distinctly opposed to the plan for the Greek.

If these propositions have not been widely understood as involving a lowering of the standard in Greek, why did a professor from an institution which begins that subject in the freshman year say, in debating the report last July, that he should have supposed the author had before him, when he drew up the report, a catalogue which states the conditions of admission to his own institution? He further said that without a single exception the plan is the same as that required by that institution, including also the plan regarding the Greek beginning in the fresh-

man year at college. The records of discussion show that the plan of the report has been variously understood. It has been considered as a "concession," an "innovation," and the like. One gentleman whose name is prominently connected with this matter said that the "one-horse Ohio college" was a common phrase by which the higher education of Ohio was characterized. But now that the older colleges, notably Harvard, have changed their requirements for admission, the Ohio college has no longer anything to fear in this direction. The action of Harvard is also referred to in the committee's report, in justification of its propositions. The reference is hardly fortunate. It does not apply. That Harvard did not admit students without Greek till recently, as the English universities do not yet, is true; but Harvard has not proposed to begin Greek in the freshman year. Ohio colleges have admitted students without Greek for many years. Standards in Greek, not admission without Greek to be taken, is what we are considering.

It may be worth while to note how the Harvard plan is working. Since 1886 an examination in Greek has not been required for admission there; yet in 1890 less than nine percent of the whole number of candidates offered the permissible substitutes for Greek. It is also worth mentioning that the much talked of proposition by a part of the Harvard faculty to shorten their course, has recently been defeated; since it is essentially with a similar purpose that the committee has proposed to lower the standard of college work in Ohio. If the student wants a short course he can get it in Ohio; but let us not oblige him to leave the State in order to get a full, strong, and honest course. That is not the best way to increase the number of educated men. Hothouse culture is not what we want. Let them spend time, and do their work well.

Prof. King says that where the elective system is well developed, as it is at Buchtel, six or even seven years of Greek might be taken after entering college. The elective system is well developed at Buchtel. It works well here, and its operation is entirely satisfactory to the department of Greek. But I confess that I had not thought of Prof. King's scheme; and, having considered it, I further

confess that I do not care to think of it again, except as a curiosity. The elective system is also well developed at Oberlin, though in a different way; yet I would be loath to believe that they do there what he indicates. Prof. King's idea of elective work seems to differ from the one we hold. In his report to the college association in '89 he recommended that the schools be asked to give such training as may justly be accepted by the colleges as offsets against certain college electives, or temporarily for purposes of classification, in lieu of the Greek. What "temporarily for purposes of classification" may mean, I do not know. It looks suspiciously like something mysterious and questionable. But high school work as offsets for college electives is plain, very plain. Our elective work begins after four terms of required study in college. It is the most advanced and strongest work that we do. We do not know of any high school attainments that could take its place. If a student recites, as Prof. King puts it, twice daily in Greek during the freshman year (supposing he had time to do that), he would come to the sophomore year with only preparatory work done; then to the junior, still a whole year short; but he is now to take two elective courses in Greek at once. That is, if he carries four studies, each four times a week, as he would do at Buchtel, he will take three-fourths of his junior work, and the one-fourth of his sophomore work, as yet untouched. When is he to do the other quarter of his junior work? Perhaps this is where a year is to be "saved," as the report puts it. It looks as though a year's work in one subject was, rather, to be dropped. Mathematically the scheme supposes the high school graduate to come with two years' credit for college work; and practically it puts a man who has studied Greek two years, one at double speed, into class with elective juniors. The first supposition is improbable; the latter is undesirable, and as a general rule could not be tolerated.

If college work is worth doing at all it is worth doing well. Generally speaking the high school graduates without Greek, who take the classical course, should be five year men. Deal with them so, and they will thank you afterwards, and be glad all their lives.

DUTIES OF TEACHERS TO EACH OTHER.

1. Every teacher should entertain a due respect for the wisdom and judgment of his seniors. In turn, teachers of experience and standing should extend every courtesy and render every assistance possible to young teachers just entering the work. In general every teacher is under obligation to aid and encourage his fellow teachers by a friendly recognition and appreciation of their work.

2. For a teacher to apply for a position before a decision has been reached in regard to the incumbent, to send out applications at random, or to underbid other applicants in matter of wages, shows a wonton disregard for the rights of others.

3. For a superintendent or principal, without the consent of the proper authorities, to make tempting offers to teachers in other schools, or to recommend the appointment of any teacher to a position, the acceptance of which offers or position will necessitate the breaking of a previous contract, is inconsistent with the principles of ethics.

4. It is unbecoming to the dignity of the teacher to criticise a predecessor. It is the part of the true teacher to adjust himself to the conditions as he finds them, and to plan his work according to the needs of the situation.

5. It is the duty of a retiring teacher to make all conditions as favorable as possible for his successor, and to hold himself in readiness to give him necessary aid and encouragement. For a teacher, however, to claim any proprietary right to his former school, to manifest undue interest by frequent visits, or to assume a dictatorial manner towards the new management, is prejudicial to the interests of the school and embarrassing to the new teacher.

6. Every teacher is entitled to testimonials containing fair and truthful statements of facts. Lack of discrimination and candor on the part of persons giving testimonials or recommendations, is to be condemned. No superin-

tendent, principal, or person in authority, is justified in recommending for a position any teacher whom he would not recommend, under similar conditions, for a position in his own school.

7. It is derogatory to the dignity of the vocation to gossip about the failures and faults of other teachers. The very act of tale bearing and detraction is vicious. To slander a fellow teacher is not only a violation of a teacher's code of ethics, but is dishonorable and base.—*Selected.*

PRIMARY SCHOOL DISCIPLINE.—Most primary school teachers feel that keeping the little ones in order is the hardest part of their work. Keeping the children interested by varying the methods of teaching and plenty of busy work is the main thing to do; but they also want some special inducement to do their best. As the teacher in the lowest grade calls those who have been good for the week star scholars, and places their names with a star on the board, I devised a new reward in my room which has worked well. I have two blank books, one covered with black paper, the other with gilt paper, which I call the golden book.

If a child is spoken to during the week I write his name in the black book. Those whose names are not put in black book are put in golden book. All who have their names in golden book wear a badge Friday afternoon. The golden badge is a narrow piece of yellow ribbon about a yard long, which the boys tie in a bow in the buttonholes of their jacket, and the girls tie around their wrists, or where they please.

To secure good attendance, a hint I obtained from another teacher has been a great help. I have two flags, one with the word boys on it, the other with girls on it. Each session that no boy is absent or tardy the boys' flag is put up. The same is done with the girls' flag. The children are very anxious to keep the flags up. They often say: "I was invited away, but did not go because the flag would have to be taken down."

To stimulate them to do their best in writing, I rank

their slates, A, B, C, D. When they enter my room I call them all D's; when any child improves I tell him he is in C class; when he writes quite well he is called B, and when very nicely, he is in the highest class, which is A. They keep the letter, or rank, in one corner of their slate and try very hard for the next higher letter.—*Georgia Teacher.*

A DEVICE IN PRIMARY READING.—The following passage occurs in an account of a visit to the Cook County Normal School: "The lower grades use no reading books. A cat, a squirrel, a live bird, is presented to the class, and any one who, from previous knowledge or present observation, has a complete story (sentence) to tell about it, does so with the teacher's permission, and the sentence is written on the board. When the board is filled the children are usually very eager to help the teacher take the sentences off the board, which means they would read them one at a time, and she would then erase them. In older, higher grades books are used; interest is preserved in what is read by various devices. Spelling and writing are adjuncts of every branch taught; some part of nearly every lesson being required in writing, with correct spelling and neat penmanship. The effect of this is quite marked."

Use of Books.—One great object of the school in our time is to teach the pupil how to use the book—how to get out for himself what there is for him in the printed page. The man who cannot use books in our day has not learned the lesson of self-help, and the wisdom of the race is not likely to become his. He will not find, in this busy age, people who can afford to stop and tell him by oral instruction what he ought to be able to find out for himself by the use of the library that may be within his reach.—Hon. W. T. Harris.

NOTES AND QUERIES.

QUERIES ANSWERED.

Q. 231.—The time required by the sun to pass from one vernal equinox to another, called the vernal or tropical year, is exactly 365 da. 5 hr. 48 min. 49.7 sec. This is the true year, and it exceeds the common year by 5 hr. 48 min. 49.7 sec.

If 365 days be reckoned as 1 year, the time lost in the calendar will be,

In 1 yr.,	5 hr. 48 min. 49.7 sec.
" 4 "	23 " 15 " 18.8 "

The time thus lost in 4 years will lack only 44 min. 41.2 sec. of one entire day. Hence,

If every fourth year be reckoned as leap year, the time *gained* in the calendar will be,

In 4 yr.,	44 min. 41.2 sec.
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In 100 yr. ($=25 \times 4$ yr.) , 18 hr. 37 min. 10 sec.

The time thus gained in 100 years will lack only 5 hr. 22 min. 50 sec. of one day. Hence,

If every fourth year be reckoned as leap year, the centennial years excepted, the time *lost* in the calendar will be,

In 100 yr. ,	5 hr. 22 min. 50 sec.
" 400 "	21 " 31 " 20 "

The time thus lost in 400 years lacks only 2 hr. 28 min. 40 sec. of one day. Hence,

If every fourth year be reckoned as leap year, 3 of every 4 centennial years excepted, the time *gained* in the calendar will be,

In 400 yr. ,	2 hr. 28 min. 40 sec.
" 4000 "	24 " 46 " 40 "

The following rule for leap year will therefore render the calendar correct to within one day, for a period of 4000 years.

1. Every year that is exactly divisible by 4 is a leap year, the centennial years excepted; the other years are common years.

2. Every centennial year that is exactly divisible by 400 is a leap year; the other centennial years are common years.

Hence, there will be 28 days in the month of February,

1900. See *Robinson's Progressive Higher Arithmetic*,
p. 176.

R. F. BEAUSAY.

Carey, O.

Answered briefly and correctly by J. H. SHRIBER, J. B. BOWMAN, and F. J. BECK.

Q. 232.—The greatest distance of the sun from the earth is nearly 93 millions of miles; and its least distance is about 90 millions; making the mean distance about 91.1-2 millions. It is ascertained by finding its horizontal parallax, which is 8.94 sec. For this angle we find the ratio to be about .0000432; $3956 \div .0000432 = 91,574,074$, which is nearly the mean distance of the sun. Therefore, it may be given as a rule, that the radius of the earth divided by the sine of the horizontal parallax of any body is equal to its distance from the earth.

F. J. BECK.

To same effect, R. F. BEAUSAY and J. B. BOWMAN.

Q. 233.—In 1795 the American flag consisted of 15 stripes and 15 stars, to correspond with the number of states (15) then in the Union. In 1818, Congress decided that the flag should consist of 13 stripes, one for each of the 13 original states, and should also have as many stars as there were states in the Union, a new star being added on the 4th of July, next succeeding the admission of each new state.

J. H. SHRIBER.

The American Flag is a growth rather than a creation. Captain Markoe, of the Philadelphia Light Horse, in 1774, used a flag with a canton of thirteen stripes. In the latter part of 1775 Dr. Franklin and Messrs. Lynch and Harrison were appointed to consider the subject of a national flag. The result of this conference was a flag like that of the East India Company and the Merchantman Flag of the Sandwich Islands—the King's colors or Union Jack representing the yet recognized sovereignty of England, with a field of thirteen stripes alternate red and white, emblematic of the union of the thirteen colonies. This was the flag that Washington used at Cambridge, and it was hoisted over the camp for the first time on the 2nd of January, 1776. When independence was determined on the British Jack was dropped. The stars were a natural symbol of the states. Congress on the 14th of June,

1777, adopted the basis of the existing national flag. A committee of Congress, accompanied by General Washington, in June, 1776, called upon Mrs. John Ross, of Philadelphia, and engaged her to make a model flag from a rough drawing which was modified in pencil by General Washington, who substituted a star of five points for the six-pointed star which was in the original draft. This was the first official United States flag of the present design ever used on land or sea. There is no evidence that the American flag ever contained more than thirteen stripes. Consult *The New Peoples' Cyclopaedia*.

Carey, O.

R. F. BEAUSAY.

Answers by F. J. Beck and Wm. D. Irelan, both agreeing with Mr. Shriber as to the increase of the number of stripes as well as the number of stars to fifteen, on the admission of Vermont and Kentucky, and in this we think they are correct. This was by act of Congress, Jan. 13, 1794.—ED.

Q. 234.—The cabalistic O. K. was first used by Old Keokuk, an influential chief of the Sacs and Foxes, when he signed the deed to Iowa. Instead of the signature Old Keokuk, he simply wrote O. K. I. C. D.

It is said that Andrew Jackson wrote "Oll Korrekt," instead of all correct, which is supposed to be the origin of O. K. J. H. SHRIBER.

Q. 235.—In a good edition of Lowell's Works, I find not "arnaceous" but "arenaceous." The first contains a typographical error and is not a correct word. The last is from the Latin word "arena," meaning sand, and means "having the properties of sand; friable."

G. L. MIDDLETON.

Q. 236.—Thomas Hart Benton is the author of the voluminous work entitled "A Thirty Years' View, or a History of the Working of the American Government for Thirty Years, from 1820 to 1850," and "An Abridgment of the Debates of Congress from 1789 to 1856." F. J. BECK.

Thomas H. Benton is the author of the "Thirty-years' View; or A History of the Working of the American Government for Thirty Years, from 1820 to 1850." Mr. Benton was a United States senator from Missouri, and the father of Mrs. Jessie Benton Fremont, wife of the "Pathfinder."

R. F. BEAUSAY.

Q. 238.—“*It*,” pronoun, ant. is *to tell a lie*, used as an expletive. “*To tell a lie*,” substantive, subject of the sentence; of this the grammatical subject, “*to tell*,” is an infinitive used as a noun. “*Lie*” is the object of *to tell*.

J. B. BOWMAN.

To same effect, E. E. W., J. H. Shriber, R. F. Beausay, and F. J. Beck.

Q. 240.—Let x = the required angle, and a = the length of the pole. It is easy to see that the angle opposite the side x is $(120^\circ - x)$, and therefore $\sin 60^\circ : \sin (120^\circ - x) :: a$: the length of shadow, $= a \sin (120^\circ - x) \div \sin 60^\circ$. This expression will be the greatest when $\sin (120^\circ - x)$ is so, and this is unity. Therefore, $120^\circ - x = 90^\circ$, or $x = 30^\circ$. In like manner the shadow will be least when $\sin (120^\circ - x) = 0$, or $x = 120^\circ$, which is obviously correct.

WILLIAM HOOVER.

QUERIES.

241. What is meant by “Reciprocity” as used in politics, or in treaties? A. B.

242. Is Alaska an organized territory? If so, when was it organized? Id.

243. Is Arkansas, the name of a river, pronounced Arkansaw? Id.

244. Is If a common or a proper noun in the following: “Your If is the only peacemaker?” Id.

245. What was the great problem of the middle ages? J. H. W.

246. Who are the Fenians, and what the origin and signification of the term? Id.

247. He was given permission to go. He was given time to go. What difference, if any, in the construction of infinitives? J. S. BECK.

248. Problem 72, page 405, Rays New Higher Arithmetic. ASHLEY HUFFMAN.

249. Problem 5, page 286, Ray's New Higher Arithmetic. Id.

250. How many inch balls can be put in a box which measures, inside, 10 in. square, and is 5 inches deep? Id.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

Contributors must be patient. Several articles designed for this number are crowded out. Another installment of *The Teacher and the School* was part of our plan for this month, but that too must wait.

"Faithful preachers are like those men whose business it is to arouse slumbering workmen and call them to their labors. The sound is not welcome to those who desire a little more slumber; they wish no blessings upon the head of the noisy watchman. Yet if they be aroused and reach their work betimes they have a good word in the end for him who caused them to be up and doing. The watchman should not take notice of hasty words from those half awake; he may rest content that he will have their good word by and by."

For "preachers" supply *teachers*, and these words of Spurgeon will apply equally well. Pupils will sometimes chafe under the exactions of a faithful teacher, but in the end he will have their good word. They will neither love nor respect one who permits them to indulge their own indolence or follow their own caprice. The teacher will live longest in the memory and regard of his pupils who is most faithful to their true interest.

SCHOOL LEGISLATION.

The Legislature, at its last session, did some tinkering at the school law, but adopted none of the important measures urged by the school men of the State. A book bill was passed and became a law about the close of the session, nearly identical with the law of the previous session which proved so eminent a failure. It seems to be conceded by all concerned that it will share the fate of its predecessor, and we will not take time even to state its provisions. It is worthy of note that the bill, as it passed the Senate, contained the free text-book feature, but this provision was stricken out by the House.

Some change was made in the law pertaining to school examiners, making it unlawful for any one to serve as an examiner who is interested in or connected with any normal school or school for the special training of teachers, *or any other private school, or instructor in any institute in his own county*. There is also a provision which requires that each board of examiners shall have at least two members who are, or have been within five years, actual teachers in properly recognized schools. It may be a question whether, with all the restrictions and limitations now imposed, it will be possible to find in every community sufficient eligible material to make up the board of school examiners.

An "Anxious Parent," in the *London Journal of Education*, gives the following rules for destroying the intellectual and moral faculties. They would undoubtedly prove effective, if well followed: -

1. If a boy does his work thoroughly and well, give him harder work. If he does not do this thoroughly, tell him that it is his own fault, and that he is growing both stupid and idle.
2. Impress upon him daily that the object of school work is to do better than some other boy, or to appear to do so.
3. Do not allow the use of cribs, but ignore their use.
4. When a boy can do his mathematical work better than other boys of his age, tell him that he should also be able to do his classical work better (his mathematical faculty will enable him to see the force of this reasoning).
5. Tell every boy that he ought to spend three hours on his evening lessons, but tell his father that they should only take 1½ hours.
6. If a boy sends in better work than you expect from him, tell him that he ought to have sent in better work before.
7. Always tell every boy in the class that he ought to be higher up than he is.

These rules, if fully and carefully carried out, will turn bright boys into dull ones in a short time, and successfully confuse their ideas of right and wrong.

Testimony in favor of the policy of furnishing all pupils in the public schools with text-books and all other necessary school appliances, at public expense, continues to accumulate. There is no longer any doubt about the economy of the measure. Prof. Townsend, of Michigan University, in an article in the May number of *Education*, adduces these facts:

La Crosse, Wisconsin, under the free text-book system, has furnished her pupils with books during an entire year at a cost of twenty-three cents per capita, while the neighboring city of Dubuque, Iowa, paid two to five dollars per capita, under the old system. Secretary Dickinson, of the Massachusetts State Board

of Education, estimates the reduction in cost of books and school supplies to be forty percent, under the free text-book law of 1884. Under the same system, Orono, Me., furnished her pupils with books for 1879 at twenty-six cents per capita. In Hartford, Vt., the average cost per pupil was thirty-two cents; in Lewiston, Me., for five years, fifty percent of the cost under the old system; in Woonsocket, R. I., for four years, sixty-six cents; in Salisbury, Connecticut, for three years, fifty-seven, fifty-nine and thirty-five cents, respectively; in Fall River, Mass., during ten years, sixty-four cents; and in Pittsfield, Mass., and Saginaw, Mich., it has been estimated at fifty cents. The cost of books and other supplies together, furnished by the city of Boston in 1888 was seventy-one cents per pupil. In Philadelphia it has ranged from eighty cents to one dollar per annum for a good many years, and in Jersey City, from fifty cents to one dollar and twenty-five cents.

Clearly the solution of the much vexed text-book question lies in the direction of free text-books, but not at all in the direction of State authorship and State publication.

IS THE COUNTRY SCHOOL BETTER THAN THE CITY SCHOOL?

The paper entitled "Too Much of a Good Thing" is reproduced, by permission, from one of the volumes of proceedings of the American Institute of Instruction. We trust no reader of the MONTHLY will pass it by. It should be read by all with the most thoughtful attention. The author's large and varied experience and wide observation give a value and weight to his conclusions altogether beyond those of any mere theorizer. Prof. Thompson, now of Westminster College, New Wilmington, Pa., served six years as State superintendent of schools in Nebraska, and has been closely identified with educational work, in its various phases, for almost a life-time.

Without attempting to determine exactly the relative merits of country and city schools, and without entering upon a discussion of the various points raised in the paper, we are disposed to say broadly that our own experience and observation tend to corroborate much that Prof. Thompson says. It must be confessed that the tendency of many city schools in this day is to a forced growth, and the results are often very disappointing. There is too much looking for fruit in blossoming time. In our haste to secure the results of education we thwart nature and in great measure defeat the end of education—the natural and healthy growth of all the powers. The outcome of this tendency is aptly illustrated by an experience of childhood, which we use with some hesitation because of its homeliness.

We undertook the raising of a motherless pig but a few days old. We housed it in a store-box, furnished it with soft and warm

bedding, fed it many times a day with every conceivable dainty, and indulged happy visions of bright dollars—the proceeds, in the near future, of some hundreds of pounds of choice pork. All seemed to go well for a time. Piggy grew somewhat, and through almost constant feeding and handling, it became a great pet. It was exhibited to visiting friends with pride, at every opportunity.

But alas for human hopes! The outcome was very disappointing. Constant care and much feeding for more than two years produced a *very pussy little pig*—only that and nothing more. To our childish mind this result was wholly incomprehensible. For do not shelter and good feeding produce good pork and plenty of it? And had ever pig been better sheltered and better fed than ours? In after years we began to suspect that something is due to right feeding, in right quantity, at the right time, under right conditions.

Nature is very exacting. We cannot thwart her purposes or plans with impunity.

An experience of more than twenty years as a member of a city and a county board of school examiners at the same time has sometimes tended to shake our faith in the great superiority of the city schools over those of the country. Teachers trained in the city schools have on the average more education, more polish, more refinement; but we believe it must be admitted that those reared in the country and educated in the country schools have more stamina, more of moral, yes, and intellectual, robustness. Not unfrequently has it happened that a class of forty or fifty country teachers have passed a better examination than a like number of city teachers, on questions of equal difficulty.

A source of great and increasing weakness in some city schools, not mentioned by Prof. Thompson, is what we once heard a clergyman call breeding in and in. Many cities draw their supply of teachers almost exclusively from their own high school graduates. To such an extent is this carried that the girl graduates and their friends have come to look upon the schools as theirs by right to teach, every weakling that can by hook or crook obtain a high school diploma must have a teacher's position, and examiners and board members are too human to resist their importunity. In a few years the pupils of these teachers in turn come forward with like demands; and thus it comes about that imperfection and weakness propagate their kind. In this we speak that we have seen and do know. It is well for school authorities to introduce new blood by frequent importations of teachers.

It is well to bear in mind that there is great liability to error in assigning causes for results observed in matters of education. The school may get credit or blame for what is due to the home or to surroundings over which the school has no control. The city school is without doubt often blamed for results due wholly to the home and society life of the city; and the country school

perhaps as often gets credit for results produced by other causes in spite of the school's bungling.

The effort should be to improve both country and city schools as much as possible, by eliminating all that is faulty and strengthening the good. If to the naturalness, freedom, and favorable surroundings of the country school, could be added the better facilities, more cultured teachers, and improved methods of the city school without its formalism and premature stimulation, we would have almost the ideal of excellence. Better organization and supervision of the country schools are steps toward such a result.

CHAUTAUQUA AND TORONTO.

Few Ohio teachers need to be told of the attractions of Chautauqua. Four times already has the annual meeting of our State Association been held there, and at no other point have larger or more enjoyable meetings been held. As already announced, our fifth pilgrimage to that far famed resort is to be made this summer, the time of encampment being July 7, 8, and 9. The following is just received from the chairman of the executive committee:

Teachers of Ohio:—The coming session of the State Association promises to be a very profitable and pleasant one. The Central Traffic Association grants the round trip from all points in Ohio for one fare.

The hotel rates at Chautauqua will be \$2 per day. Cottages from \$1 to \$2. The Chautauqua authorities extend a hearty welcome to all, and agree to make our meeting an unusually pleasant one. Let a large number arrange to attend. Chautauqua is a grand place, and we can have a grand good time.

J. W. MACKINNON,

Chairman Ex. Com.

From Secretary Sharkey we have the proof sheets of the program, from which we clip the following:

"The limits of time will be so arranged as to allow trip to Toronto and return. Teachers desiring to attend the National Association at Toronto, can purchase excursion tickets at Chautauqua, to Toronto and return to Chautauqua, at one fare for round trip, so that it will cost no more than the rate of fare established from all points in Ohio to Toronto and return."

Superintendent Day, State manager for the Toronto meeting of the National Educational Association, asks us to call attention to the double attraction offered Ohio teachers this year:—the State meeting at Chautauqua, N. Y., July 7-9, and the National Association at Toronto, Canada, July 14-17. One fare plus 2 dollars membership fee for the round trip to Toronto, with stop-over privileges at Niagara and at Chautauqua, allowing teachers to attend the State Association on the National ticket. This arrangement has

been made with the Nickel Plate road, and it is expected that a similar arrangement can and will be made by other roads. Ohio headquarters at Toronto have been established at the Palmer Hotel, corner of York and King streets, a 2-dollar a-day house. Teachers are free, of course, to stop at any other hotel or private house. But all should call at the Palmer and enter their names on the Ohio Register.

Write to Mr. C. A. B. Brown for Bulletins, and to Mr. H. A. E. Kent concerning hotels, both of Toronto.

COMPULSORY EDUCATION SUSTAINED.

We are indebted to Supt. H. W. Compton, of Toledo, for the following account of an important case recently decided in that city, under the compulsory education law.

Patrick F. Quigley is a Roman Catholic priest, of the parish of St. Francis De Sales, of Toledo. In February and April of 1890 he refused to fill out the blanks showing the names, ages, residence, etc., of pupils in the parochial school under his charge. The matter was not urged in February, as the law had just gone into effect. But when the blanks were again presented to him in April he was very insolent and defiant in manner and language to the truant officer, John Disher, who presented the blanks. He said he would make no such report and would not permit his teachers to make them, and "if the Board of Education wanted to fight they could just crack their whip," and the sooner they began proceedings the better it would suit him. In a few days after this the truant officer and I went before the grand jury and Quigley was indicted. But he and his attorneys then made every possible pretext for delay; he was sick, or his attorneys were busy, etc., etc. He succeeded in this way in staving it off from one term of the criminal court to another for over a year. At last J. A. Barber was elected prosecuting attorney. Mr. Barber is an able and active young lawyer, who had been a successful teacher for several years, and had been a member of the Toledo Board of Education at the time Quigley was indicted. Mr. Barber pressed the matter to trial, and the priest, on the 7th of May, 1891, was compelled to come into court. The priest had as his attorneys, Hon. Frank Hurd and Judge Ritchie, of Toledo, and Judge Dunne, who was at one time chief justice of Arizona, but who was removed summarily by Gen. Grant for making speeches inimical to the cause of popular education. Mr. Barber, the prosecutor, was assisted by J. D. Ford, a prominent and talented criminal lawyer of Toledo. Judge Pugsley, beyond question one of the ablest jurists of any bar, occupied the bench. The trial consumed five full days. Judge Dunne made an address to the court, a whole day in length, to prove the unconstitutionality of the compulsory education law. The defense also tried to show

that Quigley was not at the head of the school, but only pastor of the church. Every possible quibble that could be used and every ambiguity that could be detected in the phraseology of the law were taken advantage of, but all to no avail. Judge Pugsley upheld the soundness and constitutionality of the law in his clear and logical charge to the jury. In ten minutes, on the first ballot, the jury reached the unanimous verdict of "guilty."

Intense interest was manifested throughout the trial by the citizens of Toledo, who felt that a vital principle was at stake. The convicted priest has been fined, but threatens to appeal to the supreme court, and many hope he will do so, that this important question may be passed upon and settled by the highest tribunal of the State.

This important trial developed many weak places in the law, its wording being shown, especially, to be crude, ambiguous and susceptible of conflicting interpretations. It should be amended in these weak places at the earliest assembling of the next Legislature.

ENGLISH GRAMMAR.

Set for the examination of teachers, by the Summit County Board of Examiners.

1. Define abridgment, and give an example.
2. Define ellipsis, and give an example.
3. What is a substantive clause? Give an example.
4. What is meant by an adverbial objective? Give an example.
5. I expected to have gone sooner. Correct whatever is wrong in this sentence, and give reasons.
6. I cannot find out who did the mischief. State the object of each verb.
7. I do not know what he said. State the object of each verb.
8. Parse "what."
9. Come home. Parse "home."
10. Write a sentence containing two clauses; one adjective, and the other adverbial. Draw one line under the adjective clause and two lines under the adverbial clause.

Fifty manuscripts were handed in. Of these, three were rejected as unworthy of consideration on account of poor writing, bad spelling, etc. The highest mark given was 85; the lowest, 15. The average standing was 61, ten of the applicants reaching 80 or above, and sixteen falling below 50.

ARITHMETIC.

Omit two.

The following questions were used on another occasion:

1. A and B can do a piece of work in 25 days. If A can do $\frac{1}{4}$ as much as B, in what time can each do it alone?
2. At what price must I buy 8 percent stock to get 14 percent on my investment.

3. A cube contains $1\frac{1}{8}$ cu. ft. What would it cost to bronze its surface, at $2\frac{1}{2}$ cents a square inch?

4. At what times between 2 and 3 o'clock are the two hands of a watch just 9 minutes apart.

5. Divide the sum of 6 hundred-millionths, 600 millionths, $3\frac{1}{2}$ tenths, 4628 3-5 thousandths, $\frac{2}{3}$, and $316\frac{1}{2}$ hundredths, by 8 ten-thousandths.

6. Define *denominate number*, *least common multiple*, *third power*, *fourth root*, and *fractional unit*.

7. Why invert the divisor in division of fractions? Explain clearly.

Twenty-one manuscripts were handed in. The highest standing was 95, and the lowest 4, the average being 48. Six of the applicants reached 80 or above, and 9 fell below 50.

IN LONDON.

(WESTMINSTER ABBEY).

Westminster Abbey had been the Mecca to which for years I had longed to make a pilgrimage. I know there are many, who do not understand the strength of historic and literary associations, who consequently think that much of the enthusiasm which some travelers express is affectation. As for myself I am happy to say that I have reached that stage of development where I affect nothing and where no fear of what others may say of me deters me from expressing what I think and feel. It had been a long time since I had read any of the literature of Westminster Abbey. It would have been very pleasant to have refreshed the recollection of my girlish delight in entering into sympathy with Irving's reflections there, or to have re-read things so touchingly said by Macaulay, or some other of the numerous allusions all through literature to this national Walhalla. But the pressure of duties that so as every year ties that bind to the true working world become more numerous, forbade any special preparation for this trip. Preparation made by reading is valuable when it suggests to one more places to look. It is very foolish when it is made to impress one's fellow-travelers with what one knows. It is as surely recognized by observing men and women as gotten up for the occasion, as the surface information by which some teachers hope to call attention to their valuable (?) store of knowledge.

I made three visits to Westminster Abbey. On the same day that we visited the Tower, I spent my first hour there. One Sunday afternoon I had the pleasure of attending services in the grand old church. On my last visit I spent half a day within its walls, and then left with a feeling that I had had to go very hastily past spots over which I should have liked to linger. A number of us started together at my first visit. But simply agreeing to be

back at the north entrance at a certain time to take the coach, we wisely separated. I say *wisely*, because tastes differ so widely and eyes look in such a variety of ways that perfect freedom for the individual to go just where he pleases and remain just as long as he pleases, is the best assurance of enjoyment. I didn't look at the noble architecture of the church that afternoon, nor see its wonderfully beautiful windows, but passed hastily by much that I afterwards studied with great interest. I was hastening to the Poet's Corner and regarded anything as an interruption that delayed my steps. I had visited Shakespeare's grave; but, of course, I wanted to see his monument here. However, my first thought was of Lord Macaulay. Not only on account of the pleasure and profit which his essays and history had given me, but because I had so learned to love the man, through his life as related by his nephew, that I had almost seemed to belong to that sad procession that followed all that remained of him to Westminster Abbey. True are the words of the inscription—

"His body is buried in peace,
But his name liveth forevermore."

Macaulay lies at the foot of Addison's statue. This seems very appropriate when we think of the charming essay in which Macaulay said of Addison's interment in the Abbey, "Such a mark of national respect was due to the unsullied statesman, to the accomplished scholar, to the master of pure English eloquence, to the consummate painter of life and letters." Addison himself is buried in the north aisle of Henry VII's chapel.

Near the statue of Addison is the bust of another author to whom we owe hours of delight for such creations as Col. Newcome, The Little Sister, and Henry Esmond, and vivid sketches of English Humorists,—the lovable Wm. Makepeace Thackeray.

Not far from the monument of Dryden, who lies at the feet of Chaucer, the first of the great roll of poets whose dust makes sacred this old church, we are touched by a feeling of tenderness for America and America's poets, and of respect for England's admiration for intellectual greatness, when we come upon the bust of Longfellow. Sweet fresh roses have been placed here by some of his own country women, who delight to honor him whose life was a poem of as rare sweetness as his choicest verse.

Here is Edmund Spenser, the gifted author of the Faerie Queene, whose friends at his funeral threw their elegies and the pens that wrote them into his open grave.

We find near a monument to Milton, although he is buried in St. Giles, Cripplegate.

Horace Walpole calls the monument to Shakespeare "preposterous," and we think the word not inaptly used as we look at the heads at the corners of the pedestals, Queen Elizabeth, Henry V., and Richard III., and read on the scroll some famous lines from "The Tempest." I remember that I thought the head of Henry V.

almost a travesty upon the Henry whom I so admire through Shakespeare's great play of that name. Above the monument of Shakespeare is a bust of the poet whom I give second place in my affections, Robert Burns. It seems so appropriate that, for the poet who taught so musically

"The rank is but the guinea stamp;
The man's the gowd for a' that,"

this mark of honor should be erected by shilling subscriptions contributed by all classes, from the lowest to the highest. Charles Dickens, who did much of the same work in prose that Burns did in poetry, also rests in the Poets' Corner. There are other interesting monuments here to poets and great prose writers, and many will be found in other parts of the Abbey. There is a seated statue of Wordsworth in the Baptistry; while in the chair, South Aisle, we find that our great hymn writers, Isaac Watts and Charles Wesley, are not forgotten.

"Rare Ben Jonson" was buried standing in the Nave, North Aisle. The story is told that at one time he said to the Dean of Westminster, "8 feet long by 2 feet wide is too much for me; 2 feet by 2 will do for all I want." "You shall have it," said the Dean. Ought not a man to be satisfied even in death if he gets all that he wants?

A sort of grim humor in this anecdote recalls to me a statue that always touched my sense of the ludicrous, although I realized the incongruity of such a feeling in such a place. It is the statue of Sir Peter Warren, in which Hercules places the bust upon its pedestal, while Navigation bestows the laurel crown. The face of the bust is *pitted with smallpox marks*. None of our realistic novelists of the present time could surpass this realism of a sculptor of the eighteenth century. This statue is in the part of the Abbey appropriately styled "The Statesmen's Aisle," where among many distinguished dead, many whom Americans delight to honor, lies Wm. Pitt, Earl of Chatham, for whose remains St. Paul's and Westminster contended. But Parliament decided for the Abbey, saying that Pitt ought to be buried "near the dust of kings."

Every visitor to the Abbey goes to see the monument to Major Andre, not only on account of the tender pity for his fate which even the most patriotic American feels, but because of the strange history of the monument itself. On the bas-relief we see Washington receiving the petition in which Andre begged for a soldier's rather than a felon's death, and Andre himself on the way to execution. It is said that the heads of both Washington and Andre have been often carried off.

Not only have poets, warriors, and statesmen been honored in England's temple of fame, but philanthropists such as the friend of slaves William Wilberforce, George Peabody, the American whose generosity led him to build so many model dwelling houses for London working classes, and other benefactors of the race.

Peabody's remains only rested beneath the stone which bears his name for a few days, and were then taken to his native State, Massachusetts. We find honored here philosopher and scientist. Isaac Newton and Darwin, explorer and inventor, David Livingstone and Robert Stephenson, architect and musician, Barry and Handel,—in short, every class of workers who have turned intellect or heart to serve mankind.

MARGARET W. SUTHERLAND.

O. T. R. C.

DEAR MR. FINDLEY:—I desire to acknowledge through the MONTHLY the receipt of the following membership fees since my report of April 23, 1891:

April 27.—F. H. Kendall, Steubenville, Jefferson Co.....	\$ 1 25
May 8.—S. O. Hale, Bellbrook, Greene Co.....	12 25
" 14.—M. W. Spear, Mt. Gilead, Morrow Co.....	2 00
" 16.—E. E. Archer, Oval City, Stark Co.....	1 25
" 18.—G. W. Brumbaugh, Dayton, Montgomery Co.....	9 00
" 18.—Harvey E. Smith, Marietta, Washington Co.....	3 00
" 19.—S. L. Hertzog, Seven Mile, Butler Co.....	1 25
" 21.—W. W. Donham, Forge, Clarke Co.....	1 25
" 23.—J. M. Swander, Tiffin, Seneca Co.....	75
Total.....	\$32 00

The program for the R. C. in connection with the meeting of the Ohio Teachers' Association, is as follows:—

Report of Cor. Secretary and Treasurer..E. A. Jones, Massillon.
 Presentation of Diplomas.....Mrs. Delia L. Williams, Delaware.
 Address.....Prof. J. P. Gordy, Athens.
 Pupils' Reading Course.....J. J. Burns, Canton.

Yours truly,

Massillon, O., May 23, 1891.

E. A. JONES, Sec. and Treas.

EDUCATIONAL INTELLIGENCE.

—Arbor Day was appropriately observed at Marion, by tree-planting, songs, recitations, etc.

—Baldwin University, at Berea, will hold a Summer Normal Session, beginning July 27 and closing Sept. 5.

—The Massillon schools celebrated Arbor Day with exercises suitable to the occasion—songs, recitations, and the planting of trees.

—The schools of Middletown, under the superintendence of B. B. Harlan, observed Arbor Day with appropriate ceremonies, all departments taking part.

—The summer meeting of the Tri-County (Wayne, Ashland Medina) Teachers' Association was held at Creston, May 22 and 23. Jahu DeWitt Miller, of Brooklyn, N. Y., delivered his lecture on the "Uses of Ugliness."

—From C. H. Dietrich, Hopkinsville, Ky., we have the program of the annual meeting of the Kentucky Teachers' Association to be held at Henderson, June 24, 25, 26. Prof. Dietrich is the president of the association,—a matter in which we feel some pride, as he was formerly an Ohio man.

—We learn that the arrangements for the summer at Chautauqua are more complete than ever. The season opens July 1, and ends Aug. 24. More and better facilities are offered than ever before. Eminent teachers and lecturers have been secured for every department, and the work is to be thorough and scientific throughout. Chautauqua is just the place for tired teachers who want to rest and work at the same time.

The last meeting of the Madison County Teachers' Association for the year, was held at London, May 9. There was a very large crowd in attendance. Among those present were:—Prof. J. A. Shawan, of Columbus, and Prof. F. B. Pearson, late of McAllister College, Minn., Superintendents J. W. McKinnon, of London, Geo. A. Chambers, of Plain City, E. M. Mills, of West Jefferson, and John Miller, of Mt. Sterling. Professors Shawan and Pearson addressed the Association.

—The Mt. Vernon schools made a public exhibit of pupils' work May 15 and 16. The work of the various grades was displayed in the Central school building, and was seen by thousands of visitors. Besides the display of examination papers, there were specimens of free-hand drawings, memory maps, decorative designs in water colors, etc., pasted designs, fancy and useful articles contrived by the hands of the little ones, modelings in clay, representing all possible and impossible animate and inanimate forms, collections of stamps, eggs, insects, minerals, curiosities, scientific toys, etc. There were cakes and loaves of bread baked by little girls, and a cake and a pie baked by a boy. The exhibit was very creditable and elicited a high degree of interest among the patrons of the schools.

—The last meeting of the South-western Ohio Teachers' Association for the present school year was held at Hamilton, May 23, with the following program:

"Some Thoughts on History,".....J. F. Fenton, Germantown, O.
 "What Should Constitute Common-School Training in Ethics,"
F. B. Dyer, Madisonville, O.
 "What do our Schools Need?".....L. E. Grennan, Oxford, O.
 "The Man We Educate,".....E. R. Booth, Cincinnati, O.
 "Educational Storm Centers,".....R. H. Holbrook, Lebanon, O.

—The Cambridge High School graduates a class of fifteen. Miss Lida S. Scott leads the class with an average grade for the year of 90.25 percent, an exceptionally high standing. N.

—Commencements:—Jamestown, May 26—7 graduates—M. J. Flannery, superintendent. Barnesville, June 3—25 graduates—Joseph Rea, supt. Wadsworth, May 29—15 graduates—F. M. Plank, supt. Carrollton, May 29—5 graduates—W. H. Ray, supt. Bellbrook, May 23—5 graduates—W. C. Wilson, supt. Napoleon, May 21—10 graduates—F. J. Beck, prin. Germantown, May 15—5 graduates—J. F. Fenton, supt. New London, May 28—9 graduates—A. C. Bagnall, supt. Columbus Grove, May 8—11 graduates—E. Ward, supt. South Charleston, May 22—6 graduates—E. M. Van Cleve, supt. Mechanicsburg, May 27—9 graduates—J. M. Mulford, supt. Antwerp, May 23—4 graduates—R. E. Diehl, supt. Marion, May 27—11 graduates—Arthur Powell, supt. Bellefontaine, May 28—13 graduates—Henry Whitworth, supt. Ripley, May 28—10 graduates—Isaac Mitchell, supt. Columbiana, May 29—4 graduates—T. C. Roche, supt. Mt. Blanchard, April 24—6 graduates—D. A. Sharp, supt. New Lexington, May 22—5 graduates—James C. Fowler, supt. Jacksontown, May 5—6 graduates—Everett Beeks, supt. New Richmond, April 28—5 graduates—Geo. B. Bolenbaugh, supt. Utica, May 29—4 graduates—I. C. Guinther, supt. Tiffin, June 19—20 graduates—J. H. Snyder, supt. Dresden, June 2—7 graduates. Wooster, June 12—45 graduates, 32 of whom are prepared for Freshman class in college—W. S. Eversole, supt. Lynchburg, May 15—6 graduates—H. G. Williams, supt. Greenville, May 29—9 graduates—F. Gillum Cromer, supt. Mt. Gilead, May 29—6 graduates—M. W. Spear, supt. Port Clinton—May 29—6 graduates—J. E. McKean, supt., Emma A. Elliott, prin. Martin's Ferry, May 28—8 graduates—J. E. Mannix, supt. Sidney, May 28—16 graduates—M. A. Yarnell, supt. Loudonville, June 12—4 graduates—G. C. Maurer, supt. Ashland, June 5—12 graduates—S. Thomas supt. Newark, June 18—21 graduates—J. C. Hartzler, supt.

—The last meeting, for this school year, of the North-eastern Ohio Teachers' Association was held at Salem, May 8 and 9. Besides Governor Campbell, Commissioner Hancock, Reuben McMillen, and Rev. Dr. De La Matyr, there was a fair attendance of the faithful. Dr. De La Matyr's address on Friday evening was thoughtful and eloquent. The president-elect, Prin. W. V. Rood, of Akron, took the chair Saturday morning. A paper by Supt. W. R. Comings, of Norwalk, on Literature in the Schoolroom, was read by Mrs. M. E. Hard, in the absence of the writer, and discussed by Supt. Trendley and Drs. Burns and Hancock.

A paper on the Management of Boys, by Prin. W. H. Gallup, of Wellsville, and a paper on Enriching our Courses of Study, by Supt. H. N. Mertz, of Steubenville, occupied the remainder of the morning session.

A large audience assembled in the afternoon to hear the ad-

dress of Governor Campbell. He began by saying that he was once a teacher, and that all his education was obtained in the public schools. Great changes have taken place. We have better schools and better methods now. But some legislation is much needed. The country schools have been neglected. What is needed is a system of township supervision all over the State, including also a high school in each township. County superintendence ought also to be inaugurated. Wherever tried it has been found beneficial. The burden of expensive books which the poor are obliged to endure is well-nigh intolerable. It is the duty of the state to meet the problem and to afford relief.

But proper legislation can be secured only by educators themselves unitedly and systematically bringing their influence to bear upon the legislators. Many a good bill fails of becoming a law, because not properly cared for, and many a law is a failure because not properly framed. It is curious how much there can be gotten into a law, and how little you can get out. The last school book law was a failure; the present one will probably meet the same fate.

PERSONAL.

—J. J. Jackson has been re-elected at Garrettsville, but declines for the purpose of engaging in other business.

—Prof. William Hoover, Ohio University, has been made a member of the New York Mathematical Society.

—Dr. B. A. Hinsdale, of Michigan University, expects to spend several months in Europe, sailing in August next.

—J. D. McCalmont, of Andover, is constrained to leave the school-room on account of failing health, after fifteen years of earnest work.

—Supt. J. P. Sharkey, who has done most excellent work in the Eaton Schools for the past five years, has been unanimously re-elected. Mr. Sharkey has labored not only to build up the Eaton Schools, but as a County Examiner has made his influence felt throughout the entire county. T.

—Supt. F. G. Shuey, of Camden, has been re-elected, and his salary increased from \$80 to \$100 per month. The commencement exercises gave positive evidence of the excellent work done by Mr. Shuey, and the people of Camden are to be congratulated upon the splendid condition of their schools. T.

—F. G. Steele, teacher of writing and drawing in the schools of Xenia, has just been commissioned Captain by Adjutant General Dill and assigned to the staff of Col. Charles Anthony, as Inspector of rifle practice for the Third Regiment O. N. G. The regiment has its headquarters at Springfield, and is one of the largest in the State, being composed of twelve companies.

—S. T. Dial is much encouraged in his work at Lockland. With an increase of salary, an excellent corps of teachers, and a superior class of high-school pupils, he says, "I have all I want."

—The New England Journal of Education pays this high compliment to one of Ohio's leading educators:

"Hon. E. E. WHITE, LL. D., is certainly doing more and stronger institute lecturing than any other man in the country. It is a great day for education when such a man is available for this work. There is no interrogation mark possible concerning his work or influence."

Dr. White leaves Cincinnati June 13th for a ten-week lecture tour in the summer schools, with only one week's rest in July and one in August. He will lecture in five states, east and west.

—Prof. C. H. Penfield, of the Cleveland Central High School, died May 11, after a brief illness, and his remains were interred in the cemetery at Oberlin. Prof. Penfield began his work in Cleveland as teacher of classics in the West High School, in September, 1872. In 1876 he was assigned to similar work in the Central High School, which position he held to the time of his death. Supt. Day closes his letter concerning Prof. Penfield's death with these words: "The peacefulness of his unselfish life is surpassed only by his gloriously peaceful death."

—ELECTED:—Supt. W. S. Eversole, Wooster. Supt. J. B. Mohler, Gallipolis, for three years, increase of \$200. Supt. F. M. Plank, Wadsworth, salary \$1000. Supt. J. H. Snyder, Tiffin, salary \$1800. Supt. J. E. McKean exchanges Port Clinton for Jefferson, Ashtabula Co. Supt. James McInnis, Port Clinton. W. W. Donham, Bethel Township, Clark Co. Supt. B. B. Harlan, Middletown, for three years, salary \$1900, an increase of \$100. Supt. A. C. Bagnall, New London, two years, salary \$1100. Supt. A. C. Hood, West Union, salary increased. Supt. Geo. S. Harter, Celina. Supt. W. S. Jones, Marlboro, salary increased. Supt. F. D. Ward and entire corps of teachers, Lorain, superintendent's salary increased. Supt. C. S. Wheaton and entire corps of teachers, Athens. Supt. J. J. Burns, Canton, for two years. Supt. J. W. Moore of Washingtonville succeeds G. W. Henry at Leetonia. Supt. J. S. Lowe of Geneva succeeds I. M. Clemens at Ashtabula. Supt. H. M. Ebert, Grafton. Supt. J. L. Reed, Navarre. Supt. Joseph Rea, Barnesville. Supt. C. C. Miller, Sandusky, for two years, salary increased to \$2000. Miss E. M. Austin, special teacher of music, Barnesville. L. Westfall of Piqua, chair of History and English in Nacogdoches University, Texas. Prin. T. D. Brooks succeeds L. Westfall at Huntersville, a suburb of Piqua. Supt. G. W. Hoffman, Lockbourne. Supt. J. S. Arnott, Greenfield. Supt. E. H. Webb, Plymouth. Supt. J. A. Pittsford, Chicago Junction, two years, salary \$950, an increase of \$150. Supt. C. M. Lear, Mt. Blanchard. Supt. T. A. Bonser, Carey. Supt. R. H. Morrison relinquishes Carey and takes Cardington. Supt. E. N. Lloyd, Mogadore. Supt. S. P. Humphrey, Middleport, salary increased. Supt. John H. Sayre succeeds C. S. D. Shawan at Cedar-

ville. Supt. R. W. Mitchell, Beaver Creek Township, Greene Co. Supt. J. E. Ockerman, Batavia. Supt. T. L. Simmermon, Mt. Carmel, salary increased. Supt. D. N. Cross, Loveland, salary increased. Supt. A. F. Watters, Winchester. Supt. J. W. Tarbell, Bethel, salary increased. Supt. C. B. Evans, Higginsport. Prin. W. F. Gilmore, Christiansburg. Supt. J. W. Cross, Ostrander. Supt. W. C. Wilson, Bellbrook. Supt. S. E. Pearson, Spring Valley. Supt. S. S. Gabriel, Osborn. Supt. R. E. Diehl, Antwerp, salary increased. E. L. Abbey, Cambridge. J. A. Shawan, Columbus, two years, salary \$3000. Arthur Powell, Marion. F. S. Alley, New Paris. G. C. Maurer, Loudonville, salary \$1000, an increase of \$100. J. J. Allison, late of Gallipolis, Ohio, re-elected at Crown Point, Ind., for three years, salary \$1500, an increase of \$300. Sebastian Thomas, Ashland, two years. S. E. Swartz, Newark High School, salary increased from \$1100 to \$1300.

BOOKS.

Lessons in Astronomy, Including Uranography: A Brief Introductory Course, without Mathematics. For use in Schools and Seminaries. By Charles A. Young, Ph. D., LL. D. Boston and London: Ginn and Co.

The demand for a simple text-book suited to pupils without sufficient knowledge of mathematics to enable them to use successfully the author's "Elements of Astronomy," has led to the preparation of this volume. Though condensed and simplified, special pains have been taken to maintain the standard of accuracy and freshness which characterizes the larger work.

Apperception; or the Essential Mental Operation in the Act of Learning. An Essay on "A Pot of Green Feathers." By T. G. Rooper, Esq., M. A., H. M. I. Published by C. W. Bardeen, Syracuse, N. Y.

A good deal of educational philosophy is packed in this little monograph. A little girl, seeing a pot of beautiful green ferns, calls it "a pot of green feathers;" whereupon the author fell a thinking, and this essay resulted. It is worth reading. The price is fifty cents.

Prussian Schools through American Eyes: A Report to the New York State Department of Public Instruction. By James Russell Parsons, Jr., Late U. S. Consul at Aix-la-Chapelle. Published by C. W. Bardeen, Syracuse, N. Y. Price \$1.00.

Any one desiring a succinct and clear statement of just what Prussia is doing to educate the masses of her people, will find it here. Everything pertaining to the organization, classification, and instruction of Prussian elementary schools is set forth in clear light.

— THE —

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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JULY, 1891.

No. 7.

THE MANAGEMENT OF BOYS.

BY W. H. GALLUP, M. A., WELLSVILLE, OHIO.

[Read before the North-Eastern Ohio Teachers' Association.]

Often possessed of many faults to which the most partial eye could not be blind, yet taken all in all, a boy is the most likeable member of the human family, with the possible exception of his sister.

How to cultivate the best that is in him and to exorcise the evil spirits that sometimes seem to possess him, are questions that come to the faithful teacher with almost terrible earnestness.

In the management of boys, is it not well to be as fully aware of their good qualities as of their faults?

Boys are naturally honorable. To be sure, the school-boy's code of honor is in many respects faulty, but still he is almost invariably true to what he believes to be a high minded course of action. In his lists of crimes, he places first tattling; under no circumstances can he tolerate one guilty of this offense. Playing the part of a "supe," the average boy despises. You know the list of

unpardonable sins that every set of school-boys lay down; it is unnecessary to enumerate them.

Now, the tactful teacher, realizing how loyal boys are to their own notions of honor, has the key to the whole situation in his own hands. He will not begin by seeking to overturn or set aside their rule of conduct in what they believe to be fair; he will not encourage tattling or "suping;" neither will he act the part of spy or policeman; he has not the detective spirit or manners. If he leaves the room it is not for the sake of a key-hole inspection of his pupils. He is frank, honorable and conscientious with them, and they in return are no less honorable with him. There was never a teacher so successful a disciplinarian that he could control a school that he had put on the defensive. Trust the boys and they will show you that your confidence is not misplaced. Trust them first for the good behavior of the school.

The senior class of the high school ought to feel responsible for the good conduct and reputation of its department. The A grammar, if given a like responsibility, will faithfully discharge its duties. The sooner the teacher realizes how little he can do alone, and what can be accomplished when the advanced pupils are working with him, the better it is for all concerned.

The cultivation of a spirit of honor is of prime importance. There is no part of school work where honor is not the essential element of success. Cheating at examinations seems to take possession of whole schools at times. Pupils have often been known to show more enterprise and thought in planning an ingenious way of cheating than would have been necessary to enable them to master thoroughly the subject under consideration.

Why do pupils do this? You answer, because the thought of passing the examination and making the required percent has been pushed to the front by the teacher, rather than the true object of all study. This may be true, but still there is another mistake somewhere.

It was my good fortune to be a student at a preparatory school where a sense of honor was manifested by the entire school. At first I could hardly understand how one man's personality could so affect and influence the entire

body of students. At my first examination I was somewhat surprised to see the principal write on the board the numbers of the theorems in geometry which he wished us to demonstrate, and leave the room, telling us to hand him our papers in the library of the other building.

I never saw one pupil ask for or receive the slightest hint in the way of help. Nothing was said to us about trusting to our integrity, or about signing our names to a statement that we had neither given nor received help. We were simply trusted, and we were faithful to the confidence shown us.

Upon going to college, I was shocked to see young men who were preparing themselves for religious teachers cheating shamefully at examinations. It soon seemed to me, however, that I could see at least one reason for this unfortunate state of morals. A prominent professor used frequently to say, "you watch me to see that I do not cheat you in your grades, and I'll watch you to see that you do not cheat me." He would have needed a greater number of eyes than any mortal possesses to watch that class so closely that no cheating could take place. The class seemed to think that it was a fair game, and that he was the shrewdest man who could plan the most ingenious scheme of fraud.

The school which maintains so high a moral tone that trickery in recitation and examination is never known, that a lie is never told, that vulgar talk is not indulged in, is a moral force in a community scarcely second to the church.

Is such a school the utopian ideal of some inexperienced dreamer? By no means. You were not entirely fortunate if you cannot recall such periods in your own school days.

At the preparatory school to which I have alluded, although mingling freely with about two hundred boys and young men for several terms, I never heard a profane word or vulgar story.

At the beginning of my own school work, I had reason to believe that a number of boys in my room were not pure-minded. The covert smile at an innocent expression capable of a vulgar interpretation, the tell-tale faces,

and the defaced building, all told only too plainly what was wrong. At the close of school one day I asked the boys to remain with me. I told them as plainly as I could the enormity of the sin of uncleanness, and appealed to them as manly brothers to be faithful to their sisters, and as loyal sons not to disgrace their mothers. I told them that I expected them to keep the play-ground pure and to preserve the morals of the whole school.

Two months later, one of the boys asked me to stay after school and to detain certain boys, giving a word or two of explanation so that I was prepared for what followed. One of the oldest boys was charged with having used vile language in the presence of several pupils. The boys told him to desist or he would be exposed, but he repeated the offence in spite of the warning. I have never witnessed anything more manly or high-minded than the conduct of the boys at that time. So thoroughly was the lesson of that hour learned, that two years passed before we had a recurrence of anything of the kind.

In the management of boys, close personal contact at some point is almost indispensable. Fortunately there are many—possibly half of the boys—who will take kindly to school duties. With this class the teacher's work is a constant pleasure. You quickly learn their favorite studies, and soon establish pleasant relations of friendship between yourself and them. But there is the indolent, careless, untidy fellow, who hates the sight of a book, and who regards all teachers as pests of society. What can you do for him? How about getting into close personal contact with him? You try it, and he says you're a pretty slick sort of a fellow, but he sees through you. All your palaver is just to make the boys work the harder, and he won't be caught. Will you give up? No, to be sure not. You watch him. Has he a collection of coins? No, he is not interested in numismatics. You need not try him on stamps, nor yet butterflies—or beetles. But you have not been watching in vain. From your window on Saturday you see him ride past on horseback. How erect his slouching figure has become. You catch a spirited gleam in his eye. You have him. He is yours. The next Monday, at morning or noon, you ask him the

breed of the horse he was riding. He can tell you that. You ask him in regard to the comparative merits of Cleveland bays and Hambletonians. He comes to your room. You and he talk of Arabian horses, and a little later he is interested in the history of the horse as traced in the fossil remains of that animal. He thinks you are not entirely spoiled by school and college. He asks you to ride with him; you have made it easy for him to do so by asking him when he is going to invite you for a drive. He has now placed you under obligations to him. It is good for you both, for now he will work to please you.

There are a thousand channels by which you can approach so close to a boy that a point of contact can be found and your boy won. The ingenious boy who is fond of carpentry will be delighted to show you his den and to make a Caesarian bridge, a compass for crayon, or a pen rack for your desk, if you but manage him. I am quite sure that the making of a compass, that no one but myself has any desire to use, has been worth more than a thousand dollars to one of my boys this year.

It is safe to say that not more than one boy in a thousand can be found without a hobby of some kind, and if his teacher meets him there with sympathy and friendship the boy can be won.

Had I my school days to live over again entomology should have a prominent place in my list of studies, for there is probably no single line of study that is more interesting to boys. Many believe that nothing less than a circus, or the prospect of an excursion will get a boy out of bed in the morning at a seasonable hour; but once let a boy get really interested in beetles, butterflies and moths, and he will be up with the sun and scouring the country for rare specimens for his collection. The hours thus spent are invaluable to him in many ways, not only is his health benefited, but the happy hours spent in the country crowd out the seasons too often spent in the pool-room and lounging places.

It matters not so much what a boy's hobby is, if there is a single subject in which he excels or a single line of thought in which he delights, provided, of course, it be innocent, his teacher can use the same as a nucleus to which he can add whatever he desires.

The case is this: if a boy feels a sense of superiority in any line that commands the admiration of his teacher, his self respect will grow and he will desire to excel in all things worthy.

In the management of a boy, nothing else can take the place of the teachers real interest in him. How freely we bestow our affections on those who manifest a kind interest in our welfare. A man may be ever so good, if he does not care for you you are almost certain not to care for him.

Now, the boy knows that you are interested in his success as a student because you are hired for that purpose. Your bread and butter depends upon your success in making him learn. He approves of your efforts to make his task more inviting and the school-room more attractive. Still he says that is your trade. But one day you go to some pains to secure employment for him during vacation, or to help him in some line of work or pleasure outside of school, and he begins to realize that you have a personal interest in him and his heart gives quick response. Pupils are not so slow to recognize any sincere interest as they sometimes seem.

Among the boys who graduated from our high school last year, was one whose nature did not seem to respond to the interest his teacher had felt in him. His conduct and scholarship were above reproach; in fact, his behavior had been such that it must have endeared him greatly to any teacher. Still no word escaped him that would indicate that he appreciated his teacher's regard. Not long after commencement, a letter came to me from my unappreciative boy. In it he said, "I want to thank you for the real interest you took in me. I was not so blind as I seemed. If by any thoughtlessness I ever hurt you, I want you to forgive me." If the teacher feels a deep interest in his pupils it cannot be hidden.

One day but a few weeks ago, one of my boys failed completely in his recitation. He was not a particularly brilliant pupil at any time, but that day every question that came to him was missed. I saw that he had been studious and felt sorry to see his face assume a dogged expression which did not leave him all the afternoon.

The next morning he looked as sullen as ever. I wrote him a note telling him I felt certain that his knowledge of the subject under consideration was better than his recitation would indicate, and that I feared he misunderstood me, adding that I really wanted him to succeed. Before the bell rang, he replied as follows:

*"My Dear Teacher:—*I was away from home last evening, and so only studied in the school-room. I thank you very much for wishing me to succeed.

Yours,"

The sullen look was gone, and in its place there was an expression of good will and determination. From that time on I have noticed a marked improvement in his recitations and conduct.

Not long since, an ex-pupil wrote me from the university where he had gone: "I like all the professors but one, and him I almost hate, for he seems to delight in trying to make one flunk."

It certainly is a mistaken policy so to conduct a recitation that a pupil feels that his teacher is delighted to see him fail.

However deep the teacher's interest may be, however kind and tactful he is, still without firmness, he must fail of the best results. The ability to say "no" is absolutely essential. Emerson, you remember, says, "The reason why men do not obey us is because they see the mud in our eyes." A pupil seems instinctively to see the mind of doubt or hesitancy in his teacher's eye. The teacher who feels that he is master of the situation, that he will be obeyed, has nothing to fear.

No good results ever come from coaxing or wheedling a boy into complying with a reasonable request, politely made. Contests of will power rarely occur if a teacher is firm, but if a case does happen the highest good of all concerned demands that there be no doubt as to who is to be the victor. The discipline of that teacher is pretty nearly perfect whose pupils would not disobey because they respect him and dare not disobey because they fear him.

"It is well to remember that every blessing of our lives, every joy of our hearts, and every ray of hope shed upon

our pathway, have had their origin in religion, and may be traced in all their hallowed, healthful influences to the Bible." I trust that I am not among the number of those who would make merchandise of religion. I would not in the slightest degree "trade" upon it. Aside from the peace of mind it gives to its possessor, the elevation of his aspirations, the subduing of his passions and the love and charity it brings into his being, it is essential that it be recognized as necessary to the best and truest teaching. Do we not too often send forth even our best pupils with no aim beyond the diploma, no ambition but for the high mark; who, when the pressure of the school-room is withdrawn, float aimlessly into whatever channel chance may drift them. The influence of the school-room ought to include not only the head but the heart. The greatest care should be given that our boys go out into the world with their characters molded so as to lead them to take the right side of all questions.

The most potent agent in character building is the faithful earnest teacher. As a man can not instruct beyond his own individual knowledge, so no one can hope to inspire a more lofty ideal of living than that to which he himself has attained.

"Thou must be true thyself,
If thou the truth wouldst teach.
It needs the overflowing heart
To give the lips full speech."

I believe that the devotional exercises of the school, reverently conducted by a man who believes what he reads, feels what he prays, and practices the precepts he teaches, will be productive of the highest good. Have you not often found the heavy load of anxiety that you carried to the school-room in the morning becoming lighter, as the earnest voices of your pupils joined your own in that prayer of prayers—"Our Father?" Have you not felt that its sweet influence lingered in your school-room through the day, lifting your soul upward toward the author of all good?

The school-boy is not yet of an age or frame of mind to be fascinated with the numerous and often attractive theories of scepticism. He seems almost naturally to be interested in matters spiritual. Now is the time to direct his life toward the good and pure.

While many honest and high-minded men do not accept the teachings of the church, nor believe the divine origin of the Bible, still, I have yet to know a father that regretted to see his son shaping his life in conformity to the rules given by the Divine Master.

Finally, we ought not to allow ourselves to become too much discouraged, if after our best endeavors we fail to bring all our boys up to the standard we desire. We should not forget that the Divine Teacher, endowed with all grace, in a school of but twelve, had one pupil who would not be influenced toward the good, the true and the beautiful.

SCHOOL GOVERNMENT.

IDA E. CROUCH.

It is a principle on which the organic law of free nationality is founded, that all government is for the good of the governed. This is the land and the day of the individual. There has never been a time when it was so absolutely necessary to teach government as now. This is not a governed, but a governing people, and that the American youth may be able to enter into his inheritance as an American citizen, the discipline of the school should be maintained by the trained self-government of the pupils, and not by the overpowering will of the teacher, however strong and capable.

It is this power of individual control that stamps the difference between the free American and his orderly manipulation of the executive power, and the possibilities of the red flag of the French Revolution. Russia is an example of a governed people existing under a diabolical system—a race of slaves, save where now and then a genius bursts forth only to be doomed to the horrors of Siberian marches and foul prisons. This is the logical consequence of too much government. We are glad to be a country with no peasants, proud to be able to have such intelligent, talented men as are ours for private citizens—not simply a few at the head of the nation and the rest in deplorable, beastly ignorance.

But our freedom begins to embarrass us with its

leniency towards anarchical symptoms, the close drawn party lines, the fast complicating labor difficulties, and other questions pertaining to internal governmental administration. And what hastens such a state of affairs? Young America is wild on the streets, mothers are too busily engaged in temperance work, or planning for teas, or standing to have dresses draped, to make the home attractive for the boys, or make it their business to know where they are or what they are doing. Fathers in the whirl of the western civilization are at the store, or the bank, or the office, from early morning till late at night. Meanwhile the boy does as he pleases. He is almost entirely unchecked, and orders his life according to his own sweet will. Human nature in its original state is decidedly devilish, and this street training tends to fill penitentiaries, swell mobs, cause strikes and a plentiful inundation of tramps. The teacher takes the boy with all these tendencies, with the wrong to correct and the good to instill, and the only method of success in the undertaking, as Spencer, Rousseau, Pestalozzi, and all the great educational lights advocate, is the natural method. Every great soul turns to nature as the truest guide and exponent of latent possibilities. No government has accomplished its purpose if it does not lift the soul to higher levels, despising the wrong, espousing the right, with a grand contempt for a lie or aught that is untrue. The ethical purpose, the idea of establishing the fact of moral responsibility, is the only criterion that I know of by which the teacher can conscientiously work. For, as I understand it, the plan of existence in this world and every other is the development of the spirit.

How often do we as teachers forget this? It seems that we go along day after day, following our own petty desires, depending on our own little contracted experiences, with no ideal, and, I had almost said, no hope. The star of the future towards which we should press is dimmed, the excelsior banner is carried no more—all gone for the whim of the passing moment, or the questionable pleasure of an evening. There is no power so effective in attaining the requisite results in government as the absolute self-government of the teacher. A weaker

will is bound to do homage to a stronger one, and the undisciplined youthful minds of pupils instantly recognize the strong self-poise which they are powerless to swerve. They recognize the master in the carriage of the teacher, the intonation of the voice, the steady glance of the eye, the utter absence of all weak signs of irritation.

I have noticed that a habitually low firm voice in hearing lessons, directing work, or giving commands, is a great advantage. The pupils seem to lessen their confusion to listen, and then it is such an admirable example. I have known school-rooms when the teacher was the most disorderly person in the room, and never knew it. It is also a help to walk around the room among the pupils. Someway it seems to rest them, and get their minds off their mischief. It is well also not to show by the eyes too much that one suspects mischief. That constantly suspicious-looking eye of the teacher seems to make thought of disorder fairly rush in.

Perfect cleanliness of face and hands, and neatness of hair and attire generally will have a wonderful influence in keeping pupils in place. They respect themselves more when they are clean, and wish to act in such a manner as to be worthy of respect. A few kind words will produce great results. A boy should feel that it is a shame to have his hair uncut and uncombed.

Pure air is a great restor. How can the pupils sit still with those poor lungs clamoring for sufficient food to do the work expected of them?

It is also a help to make friends of the pupils—to speak to them on easy terms, assured that they will give attention, and not as tho' they lived on some other planet and one had to yell across the intervening chasms of space. I notice in both my reading and observation that the grandest natures are the simplest, and if we forget the injunction to become as little children the teacher's kingdom in the hearts of his pupils will never be inherited.

In fact, the child should be taught and encouraged at every step to subdue his own disagreeable tendencies, and to develop the innate nobility of manliness. All tendencies to dishonorable action should at once be checked by a command, or a warning, or the simple outspoken influ-

ence of the teacher. If a boy copies his lesson from the slate of another, or worse, openly turns around and asks his neighbor what it is, unreprieved, can the teacher expect to find much of a fine sense of honor and order? It is well to make those around us happy; it is better to strive to make them honorable; it is best of all to let them see that we in our innermost souls hate all injustice and meanness.

Cheyenne, Wyoming.

GEOGRAPHICAL NAMES.

BY JOHN E. MORRIS.

Nothing is more fascinating than the study of geographical names. They are rich in meaning and will yield useful information if studied syllable by syllable, letter by letter, sound by sound. Orleans was named after the Emperor Aurelian or Aurelianus. Pronounce Aurelianus according to the Roman pronunciation, clip off or out a syllable or two in French fashion, and it is not hard to get the Orleans of France. So also Saragossa is a corruption of the Latin name Caesarea Augusta.

Authorities do not always agree on the etymologies of geographical names; even such an old name as Rome being of disputed etymology—one authority deriving it from Romulus, another from a word meaning march or border, still another from a Greek word meaning strength.

Many geographical names are simple combinations of words in other languages. Koenigsberg is German for king's mountain. Mont Blanc is French for white mountain. Tierra del Fuego is Spanish for land of fire. Zuyder Zee is Dutch for south sea. Hoang Ho is Chinese for yellow river. Yucatan is Indian for, "What do you say?" Cape Sable is French for sandy cape. Patagonia is Spanish for big, clumsy feet. Guadaloupe is Spanish, but derived from Arabic *wadi*, river and Latin *lupa*, she-wolf. Sk is Russian for city, hence Yeniseisk is city on the Yenisei. Bethel is Hebrew for house of God, and Los Angeles is Spanish for garden of the angels.

The nationality of settlers and discoverers is suggested by the names they give. The English rejoice in such

names as Boston, New York, New Jersey, Jamestown, Wellington, Chatham, Cape Howe, Port Elizabeth, Graham's town, Newfoundland, Blue mountains, etc.

Many Dutch settlements have lost their Dutch names, having been captured and robbed by the English, but a few remain, such as, Catskill, Spuyten Duyvil, Harlem, Pietermaritzburg, New Zealand, Batavia, Transvaal, Nieuveld.

Sierra is literal Spanish for a saw, but the term is applied to a mountain ridge; hence Sierra Nevada (snowy mts.) and Sierra Leon (lion mts.). The Portuguese form of the word is Serra and occurs in Brazil, Serra do Mar, Serra dos Vertentes, etc.

All through south-western U. S., Mexico, Central America, the West Indies and South America, Spanish names testify of the early settlers. In these sections we find San Francisco (St. Francis), Colorado (red or colored) river, Vera Cruz (true cross), Cape Gracias a Dios (Cape thanks to God), Costa Rica (rich coast), San Domingo (Holy Sabbath), Santiago (St. James), Valparaiso (vale of Paradise), Santa Fe (holy faith), Rio Negro (black river), Trinidad (Trinity).

The track of the French in America may be seen in such names as Montreal (royal mount), Chaleur Bay (bay of heats), Richelieu River, Lake Champlain, Sault Ste. Marie (Falls of St. Mary), Joliet (corrupted from Joliette), La Salle, Marquette, St. Louis, Girardeau, Baton Rouge (red staff), New Orleans.

Arctic and Antarctic lands are usually named after explorers, patrons of expeditions, rulers and princes, and it is interesting to study the nationality represented by such names as Parry Islands, Victoria Land, Prince of Wales Land, Grant Land, Cape Sherman, President Land, Hayes Sound, Cape Columbia, Spitzbergen, Jan Mayen Id., Cape Bismarck, Franz Josef Land, Novaia Zemlia.

Many names were given by discoverers or settlers from circumstances better known at the time than now, as, for instance, Cape Disappointment, Cape Gracias a Dios (thanks to God), Cape Henlopen (Dutch—to run in), Cape Flattery, Cape Farewell, Cape Catastrophe, Vermillion Bay, Thunder Bay, Botany Bay, Providence and Rhode Island.

Sometimes the classic scholar gets loose and we find, as in New York, Utica, Attica, Ithaca, Rome, Carthage, Homer, Palmyra, Seneca, and Marcellus. On the other hand, if we go out west, the names are not so classical; for instance, Devil Lake, Bill Williams Mt., Whiskey Peak, Tombstone, Deadwood, Dirty Devil River, Coyote Hole, Rabbit Ear Mts., Hell Gate River. Such names are to be deprecated, as are also names like Gum Stump, Timpkinsville, Orderville, Carbonateville, Julesburg, Cooperstown and most names ending in ville, town or burg. There ought to be a committee appointed by Congress with power to reject any or all new names of post-offices that are not euphonious. This committee ought also to have power to reduce the number of similar or nearly similar names in the various states.

Salem is a favorite name and is found in nearly every state in the Union, and not only that, but it can be found with all the points of the compass prefixed. Ohio, for instance, has three Salems, a Salem Center, a North Salem, a South Salem, and a West Salem. How many business and railroad mistakes have been made through the confusion caused by the similarity of Kent, Kenton, Canton, or Granville, Grenville, Greenville!

It is interesting to note the different names that the same country or city has in different languages. The following are a few instances in English, French, German and Italian in order:

Germany, L'Allemagne, Deutschland, La Germania; England, L'Angleterre, England, L'Inghilterra; The United States, Les Etats Unis, Die Vereinigten Staaten, Gli Stati Uniti; Vienna, Vienne, Wien, Vienna; Geneva, Geneve, Genf, Ginevra; Cologne, Cologne, Köln, Colonia; Venice, Venise, Venedig, Venezia.

Some excellent names have been formed by adding the Greek *polis*, a city, to names of persons, etc., as Annapolis, Indianapolis, Adrianople, Tripoli (three cities), Grenoble (from Gratianople). Other names are made up for the occasion. The story is told that Lake Itasca received its name from two Latin words meaning true head (*veritas* caput), from which the first and last syllables were off. Although the Latin is faulty, it makes a good

story and a good name. The writer remembers hearing the late Dr. Henkle give the following explanation of Losantiville, the first name of Cincinnati. L stands for Licking, a river opposite Cincinnati; os is Latin for mouth; *anti* is Latin for opposite; and *ville* is French for village. Hence Losantiville means, the village opposite the mouth of the Licking. The manufactured name did not survive, however, and was soon superseded by the more euphonious Cincinnati, suggested by General St. Clair.

Greenville, Pa.

MEN AND WOMEN AS TEACHERS.

Below the High School all our principals, with one exception, are women. In this the schools are somewhat peculiar. In all eastern cities and in most of those in the west, it is deemed necessary to employ men for the oversight of large schools. This is on the assumption that men have better executive ability than women, are more free from unreasonable prejudice, have superior scholarship, and are stronger in their ability to control. It is often claimed moreover that it is better for the principal to teach the highest class, and that men are capable of becoming stronger instructors. But much of this is mere assumption. The proof is abundant that in every one of these particulars women can be found who are just as competent as men. They may be as good scholars, as able instructors, as efficient in discipline and as magnetic leaders. It is nature's plan that to woman should be committed the training of the young. This is her mission in the world. In the home, with children of the age found in the primary and grammar school, her influence is omnipotent. Later on both boys and girls turn to the father for council and companionship, though the mother's influence is not lost, and seldom is it weakened. It thus appears that nature would employ both men and women in the high school. Below the high school neither boys nor girls come largely under masculine influence, and violence is not done them if women alone have charge of their education. The old-time schoolmaster cannot understand how discipline can be efficient without a man

to enforce authority, but the school discipline that is based on physical force has no sure foundation. A teacher who cannot control by moral forces has little real influence.

No one would employ men exclusively as teachers in the grammar and primary schools. And it is difficult to understand how in a building with twenty teachers, the presence of one man, teaching only the highest class and spending his time in his class room and office, can affect the other rooms of the building so as to appreciably influence the work. A great man or woman at the head of a school, with a broad nature and a cultured mind, is an inestimable power for good; and the influence of such a principal will be felt throughout the school. But it is not easy to show that a strong man's influence in such a position is greater than that of a strong woman. With the greater number of avenues open to masculine ambition, and the small inducements offered by the teaching profession, very few men of force and character are likely to engage in educational work. The case is different with women. No other occupation offers them so large inducements as teaching. It gives excellent compensation, permanence of tenure, and reasonable independence. Observation shows that the brightest young women enter the profession of teaching. This cannot be said of men, and the chances of obtaining a first rate woman for principal are better than those of obtaining a first rate man. There are other considerations that justify employing women in these positions. Young men are uneasy and on the lookout for something better; a woman is proud of her place and zealous to fill it with credit. The influence of a system that promotes the most competent to the best positions, stimulates the efforts of the teachers all along the line and it is better to put every position of honor within the reach of all.—*Supt. H. M. James, Omaha.*

Man should act worthily of heaven.
In this world he should do good, out of a pure heart.
He should be pure in thought, word and action.
He should strive only after what is morally good.
He should be holy, speak truth, and do no wickedness.
—*Zoroaster.*

THE GOLDEN RULE.

RHODA LEE.

Not long ago I was passing through a city school, and hearing some very spirited and emphatic singing, I stopped to listen. The air was that of "Auld Lang Syne," but though the melody was familiar the words were quite new. The chorus, which I managed to remember, was the versified rendering of a very old and familiar truth, which I remember learning when a very little girl. The following were the words sung with a great amount of sincerity and resoluteness:

The golden rule, the golden rule,
Oh, that's the rule for me;
To do to others as I would
That they should do to me.

The old-time truth with its wealth of love and kindness has rung in my ears more persistently than ever, since that morning at school. I wonder if the children who sang it then are practicing it now? Who can tell? Not even the teacher, who tried in this way, and many others, doubtless, to instill this spirit into the scholars, yet she will know and receive some day the result and reward of her labors.

It is a grand rule for children, it is a noble precept for teachers. It includes a whole bundle of virtues, all of which must be elements in the true teacher's character and form a great part of that all-powerful tact which is going to triumph over every difficulty and discouragement in the field of teaching:

Some teachers are so constituted that it is very difficult for them to come down to child-level. It is not unreasonable to believe that, by constant association with older people, they lose their ability to understand child-nature, and all its efforts and failures, joys and trials. They have lost sight of their childhood, and that chapter of their lives has been closed and sealed. If in any teacher's life that passage has been ignored and thrust out of sight, bring it to light again. Put yourself back at school, sitting on a little bench with your slate and book in hand, but stopping to count the flies on the ceiling or the

cracks in the floor, when, as the teacher's voice fell upon your ears, "Work hard, Carrie," you started guiltily and found the slate empty. No, we were not perfect by any means when we went to school, and neither need we expect our scholars to be.

To know what "we should do" to our little folks we must realize what we would have had others do to us, and for this reason we must not lose sight of our own school days nor forget how to sympathize with children.

You remember you always loved that teacher best who seemed *interested* in you; who, when you had been away a day or two sick, on your return inquired what the trouble was, and if you were quite well again, and gave you a nice warm seat, and a still warmer welcome. Or, if you had a new suit or dress, asked if mother made that nice, neat suit? Children appreciate more than we think a little genuine sympathy, but too often we neglect to show what we really feel, and thus lose a certain amount of our children's love and confidence.

In observing our "Golden Rule" there must be consistency, judgment and justice, tempered by patience and love. It is very difficult to be strictly just, but yet we must endeavor to be perfectly fair and impartial to our scholars. But the exercise of justice and judgment does not imply that rigid stoical administration that admits of no palliation or extenuating circumstances. That will command neither love nor obedience from our pupils. Two common instances will, perhaps, illustrate my meaning. Tom has, after repeated warning and contrary to all rules, loitered and played on the road, and walks in late. He falls into dire disgrace, and is made the subject of a serious talk on punctuality and trustiness in coming to school. Two or three days afterwards a little girl comes late. She has been detained by a careless mother to "mind the baby." In consequence, although Bessie runs every step of the way, she is late, and comes in sobbing as if her heart would break. We must be consistent and denounce the lateness; but can we blame both alike? In some classes we know of, *all* lates are treated and punished alike. You will surely admit that consistency and justice of that kind are decidedly wrong. Children have

a keen sense of justice, and when they see their teacher exercising such patience and judgment, that her decisions will never have to be recalled or regretted, a degree of confidence and love will be established that nothing else could secure. If our study of child nature and its many wants and ways is pursued aright, an overflowing *sympathy* for children must follow. We ourselves need sympathy; let us give it to others. Let it flow out into every channel of our work, encouraging the dull and stimulating the ambitious. Then when some difficulty has to be contended with, instead of the displeasure and despair which at times are apt to rise to a teacher's face, will come a manifestation of patience and sympathy that will promote and incite the strongest efforts of our pupils.

Another element of tact and one which is very necessary to a happily constituted and well disciplined class, is *cheerfulness*.

I remember when going to school how much more pleasant the day was when our teacher "felt good" as we used to say. She was so bright and cheerful that we all worked harder and were ever so much better children than on days when we felt that "something had happened," we knew not what. We did not understand the gloom, but we felt it.

Joseph Addison in an essay on "cheerfulness", which cannot fail to be specially helpful to teachers, remarks that "a cheerful mind is not only disposed to be affable and obliging, but raises the same good humor in all who come within its influence. A man finds himself pleased, he does not know why, with the cheerfulness of his companions." This fact, in different aspects, has been so often placed before us that it scarcely requires emphasis. How the faces of our children reflect us. They are perfect mirrors. We go to school "blue" or despondent and we see our scholars becoming listless, dull, and in every way devoid of the energy necessary to their work. Again, we come with a cheerful, helpful spirit, full of energy and life, and what a transformation there is in the spiritless, apathetic pupils. Surround your children with the cheerful atmosphere of love and kindness, and you will be sur-

prised by their bright intelligence, and happiness in doing right.

It has been said by some one engaged in school work that at the top of every teacher's desk, in reference to rule, should be written these words, "Man wants but little here below, but wants that little strong."

At all events, we need to make our Golden Rule strong, not in theory but in practice, not in words but in deeds.

No teacher can ever attain the highest degree of success without this Christian spirit pervading and ruling in her class. Instil it into the minds and hearts of your scholars; learn and practice it yourself.—*Educational Journal*.

THE WARREN COUNTY PLAN.

Some months ago we gave an account of a movement in Warren county, on the part of the teachers, to secure a better organization and oversight of the country schools. The following account of the plan and its working, by Superintendent J. F. Lukens, of Lebanon, would have appeared earlier but for the crowded condition of these pages for a few months past.—EDITOR.

On Saturday, March 14, 1891, there was held in every township of Warren county an examination of pupils for graduation from the sub-district schools. These examinations being the first of the kind ever held in Ohio, they deserve more than a passing notice. Other states provide by law for such examinations and for certificates to the pupils who successfully pass them. But in Ohio there is no similar enactment. Whatever is done in that line must be done by the people without the authority of the written statute. The law may come along after a time, and it will be good when it does come.

In Warren county the teachers' association adopted a plan of procedure, which was submitted to the township boards of education and adopted by every one of them. The procedure is this: The teachers' association have appointed a board of five examiners for the county, who are to prepare all questions and grade all papers. This central board have appointed subordinate boards of three for each township, who shall receive from the central

board of examiners the examination questions, conduct the examinations and transmit the papers to the central board of examiners. All the members of the board of examiners and subordinate boards are to serve without pay. The only expense will be for printing questions, and diplomas for the graduates. The teachers' association have bound themselves that the expense to each township board shall not exceed five dollars.

The pupils are to be examined in reading, spelling, writing, arithmetic, geography (including physical), English grammar and United States history. Two examinations are to be held each year, on the second Saturday of March and on the second Saturday of April. The pupils who successfully pass these examinations will receive diplomas, issued by authority of the Warren county teachers' association and signed by the five members of the central board of examiners.

These diplomas are formally presented on the second Saturday in May (or on some other convenient day), at some central and convenient place in each township, at the conclusion of the township annual commencement, in which exercise each graduate shall take a part. These township commencements are to be under the management, direction and control of the subordinate boards of three appointed by the board of examiners.

The teachers of Warren county, organized as an association since 1850, have, by careful deliberation and by wise counsel, formulated this most practical mode of procedure in a much neglected field of Ohio's educational work, and the township boards have given their most intelligent co-operation. At the examination in March, thirty-eight teachers officially, and many others by co-operation, gave their entire time and attention to the formal institution of this reform movement. There is no doubt but that it is a good movement and ought to be a permanent part of Ohio's public school work.

The following brief report from Miss Flora Beck, of Oregonia, Secretary of the Central Executive Committee, is also of interest in this connection:

The teachers of Warren county feel highly elated over

the success of their "Township Graduation Plan," as adopted by them at their last institute.

The total number of pupils presenting themselves before the various sub-committees for examination was 141. Of these, 80 successfully passed the ordeal, and received a diploma and the honors of "Township Graduation." Public interest is aroused and some of the township boards have voted free tuition to such graduates as wish to enter high school.

We anticipate much better results after the novelty has worn off.

AMERICAN AND GERMAN SCHOOLS.

JOHN T. PRINCE, IN ATLANTIC MONTHLY.

The experience of Germany, in the management of her schools, has been a thoughtful one, and as such it commands our respect, and invites our attention to some contrasting features of her schools and ours. These are sharply defined in some points recognized as vital to the best interests of schools: (1) in qualifications of teachers, (2) permanence of the teaching force, (3) character of plan of studies, (4) school attendance, (5) supervision.

Under the head of "qualifications demanded," we gather from the report of the Commissioner of Education for 1886-87, that in the States making full reports, only one out of seventeen teachers was, in 1886, a graduate of a normal school, although about twelve percent of all teachers employed had attended a normal school. The proportion for these States, which include California, Illinois, Kansas, New Hampshire, New York, Massachusetts, Pennsylvania, Vermont and Wisconsin, may be accepted as holding good for the rest of the Union. In other words, more than three-fourths of the teachers enter upon their calling without any special training. This is in strong contrast to the requirements in Germany, where candidates for positions in the elementary schools (*Volk-schulen*) must have the equivalent of a normal school training of three years, and pass two rigid examinations—one at the close of the course, and the other not earlier than two, and not later than five years, afterwards.

The examinations of candidates for positions in high schools are very severe, and even one who desires to teach in a private family must first have a certificate of qualification from an examining commission.

Thus we see that teaching is recognized by the Government of Germany as a profession, in every way as severe in its requirements and as honorable in its character as is either of what we are wont to call the three learned professions.

In the matter of permanence, the German teacher's profession is the chosen career of a life-time. In the United States the average duration of service of teachers is less than four years. The minds of our children are moulded in great part by young women waiting to be married, and young men studying for a profession. What other business would permit such a large "tramp" element to impair its efficiency or lower its standard of effective usefulness?

In Germany the plan of study for schools of all grades is elaborated by the best educational thought of the State. In many parts of the United States the plan is left to a local board, made up of men of no special fitness for the task.

In the matter of attendance, the German law is compulsory, and is enforced; the police officers cooperating with the school boards. There are also truant schools provided for incorrigibles. In this country there is gross neglect in enforcing the law, and also in providing proper truant schools.

In Germany, again, there is an organized department for school supervision, presided over in each State by an official, who is a member of the Government and has a direct interest in shaping the educational policy of the State. The organization of schools, the examination of teachers, the criticism and direction in methods of teaching, are entrusted only to professional educators.

We should do well to follow Germany's example in all these points. Unskilled direction of the schools means poor instruction, a waste of the children's time and of the people's money.

TEACHING MORALS.

How shall we teach morals in the public schools?

One way is to have a good school. The virtues of obedience to law, industry, and honesty are essentials to a good school, as they are to society. Make a good school and you help to make good pupils, and therefore good citizens.

Another way is by correcting everything vile or mean that crops out among the pupils in school or at play. There are ways of doing this with tact, and to the best effect, which will occur to the shrewd teacher. Watch the currents of opinion among your pupils and turn them in the direction of purity and nobility of character.

Another way is by directing the reading of the pupils to books that will be interesting and at the same time inspiring. Youth is full of enthusiasm and ready to worship an ideal, good or bad. Instead of that ideal being a pirate or an Indian fighter, let it be an inventor or a benefactor of the human race in some way. Good books are great teachers.

Another way is by inducing the pupils willingly to memorize selections which are full of some great enthusiasm, such as patriotism. Half the moral evils of the world are simply weeds growing where there is no good seed sown. Give the boy or girl something noble to think of, and that will of itself expel a great deal of silly trash or worse than trash from his or her mind.

Another way is by a series of talks to the scholars, or better, with them, on moral questions. The more informal these are and the more they draw out from the pupils, the better effect they will generally have. Preaching at your pupils will not often do much good. Such a story as that of Washington and the hatchet; or Lincoln paying his drunken partner's debts, will furnish a series of questions, which is often well to leave open for discussion several days. In most cases the children themselves will settle these questions of casuistry near enough right, if you can only wake up their interest in them. It is of more importance to set them thinking and talking on moral questions than it is to decide them dogmatically

for them. It is the habit of asking whether certain actions are right that is of most consequence. We may add that in some cases it is more politic for the teacher to leave the avenue to really doubtful questions open.

In some of these ways it ought to be easy for every teacher to inculcate morals in a public school. And it ought to be easy to do this without being sectarian, or offending any one's prejudices, with a little good sense and tact in the teacher.—*Midland Journal*.

TEMPERANCE INSTRUCTION FOR LITTLE ONES.

We teachers are, or ought to be, deeply interested in "temperance physiology." For myself I can say, a feeling of awe often comes over me, when I look into the innocent, expectant faces of my little folks, after saying to them: "Now, children, we will talk a little while this morning, about our bodies, and learn how to care for them," and then note the air of trust with which they seem to be ready to receive and believe everything I may tell them. Then is my wish that I fail not in my duty. Wait until the second year to begin these lessons? No, no, that would never do. I would like to say there should be a beginning, if it were possible, before coming to school.

I would help my perplexed sister, gladly, if it were in my power, for the questions asked by these little six-year olds, are difficult to answer, with satisfaction, or so I have found it to be. I can only tell what I do with my own little folks. I know the time spent on these lessons is a pleasure to them and I sincerely hope a profit.

"Our Course of Study" requires twenty pages of the work, "The House I Live In." I like the little book very much, indeed, but I take it as suggestive merely of what we are to do. There must be a great amount of filling in between the lines. We, also, have a set of charts that I find a valuable aid. Below I give the matter that I aim to give my class an idea of, first taking up the structure, of the body, in what I call the first step lessons:—

My body is the little house I live in. The frame is made of bones. We cannot see the bones, but we can feel them. They are very hard. The bones give shape to the

body. They are covered with flesh and skin. There are more than two hundred bones in the body. The smallest bones of the body are in the ear.

The large part of the body is called the trunk.

The head is at the top of the trunk.

The arms are fastened to the upper part of the trunk.

The legs are fastened to the lower part of the trunk.

We call the large round bone of the head, the skull. The skull holds the brain, the eyes, the ears, the nose and mouth.

We have two shoulder blades and two collar bones.

The large bone of the arm reaches the elbow, and there are two smaller bones below the elbow.

The bones of the wrist and hand come next.

The long bone down the back is called the back-bone. There are twenty-four bones in the back-bone.

There are twenty-four ribs in the trunk. They go around the body like hoops.

There are two strong bones at the sides of the trunk. We call them the hip-bones.

In the bones of the leg we have one very strong bone from the hip to the knee, and below the knee two more bones. The bones of the ankle and foot are next.

The bones are fitted together by joints.

In the second step lessons I take up the care of the body and tell my pupils how necessary are cleanliness, good food, pure air and proper exercise, to make strong bones and healthy bodies, and in these lessons tobacco and alcohol and their effects on the body are introduced. I think the tobacco question the more difficult to treat.

In many ways a teacher can tell the evil effects of alcohol on the body, and the unhappiness it brings into homes. The children, also, will tell you of examples they know, but it is hard to know just what to say when dear little Johnny looks up in your face and says: "Why, my papa smokes." Sometimes, when I have known the home the child comes from, I have said, "Did you ever ask papa not to smoke?" "Perhaps he will not smoke any more, just to please you." "And a little child shall lead them." That will not always do, however, and instead I have said: "I don't believe when your papa was a little

boy and went to school, that the teacher talked to him about his body and the harm tobacco would do it, and so he learned to smoke, and now it is so hard to stop;" or, "Do you think your papa would like to have you learn to use tobacco?" "You know, too, how much better you are without it, also the money spent for tobacco and alcoholic drinks, how many nice things could be bought with it." It does not take many talks before every child in the room will be eager to tell you that he will never, never touch tobacco, nor drink anything with alcohol in it.

Surely they never will, if we teachers are faithful to our trust. There is one point I always try to impress upon the boys and girls over whom I have charge, and that is, never to laugh or make fun of a drunken person. Children are naturally kind-hearted, and if the matter is brought to them in the right light, it cannot but have a good effect.

I like Mrs. Harris's plan of teaching little memory gems, and would add to it the teaching of temperance songs.

One of the serious problems of the day is this drink question. To secure total abstinence is aiming high, and to the teachers of our schools is committed a great trust, the greatness, we cannot measure.

Akron. O.

MARGARET L. MACREADY.

DEAR EDITOR:—I am one of "the others whom the spirit moves" to attempt to reply to the anxious inquiry of how to teach temperance physiology to a primary class.

Our county (Pike) supports eight saloons, seven of which are in this village.

I have a D primary class of sixty-five pupils, the greater number of whom come from homes whose heads either support these saloons, or are the proprietors of them. So you can judge of our environment.

My theory and experience were identical with your correspondent. The first years, I dallied along, trying to fit my conscience to my theory, and at the end my theory would not fit my conscience. While I had been faithful to my theory of teaching reverence for parents, my conscience upbraided me for not "obeying the spirit of the law."

I spent the following vacation trying to prepare a program by which I endeavored to unite theory and practice, and I have *successfully* followed it.

The first three months of the school year were devoted to the teaching of "Morals and Manners," and the desirability of a cleanly, healthy body and the means of securing it were especially dwelt upon. The rest of the year was devoted to teaching the effects of alcohol upon the system, using "The Primary Temperance Catechism" for a textbook. This little pamphlet is arranged so concisely, with questions, answers and memory gems, that the teacher can feel that she is indulging in no personalities if she gives the full text.

If the pupils make applications and can discriminate between right and wrong, isn't that the end we wish to attain? And will not the parents who are worthy always receive the reverence of their children, whether it is taught them in school or not?

Will not children of intemperate parents feel more *pity* for the failings of the parents because of a knowledge of the injury intemperance is doing them? And "pity is akin to love," you know.

If the teaching of the effects of alcohol be left until the second year in school, is not the teacher of the first year pupils throwing her responsibilities upon the next teacher in rank, who in turn might think her pupils too young to grasp the problem that is causing so much anxiety to the teachers of all grades? I am strongly of the opinion that if the subject is taught in the public schools at all, it is as essential in the primary school as in the higher grades.

I would add that the Primary Temperance Catechism is published by the National Temperance Society, 58 Reade St., New York, and the price is five cents a copy.

Waverly, O.

HATTIE W. WETMORE.

Sometimes amusing incidents occur when the little lessons on physiology, not connected with the temperance phase, are being presented. One of our young ladies was giving a lesson on the care of the teeth. All the little folks were thoroughly aroused. We usually find our little

ones much interested in these lessons, and are told by relatives that it is very interesting at home to see the children making a practical application of the knowledge of hygiene gained at school. One little girl, when enthusiasm was at its height, raised her hand, and when permission was given her to speak, told with the greatest pride, "My auntie takes such good care of her teeth that she always takes her lower teeth out to clean them." Not to be outdone, another bright-eyed pupil said, "My grandmother is more *petikular*, for she takes *all* her teeth out, washes them, and puts them back."

Miss H., in telling me of this, said that visions of all the indignant aunties and grand mothers came before her with such threatening aspect, that she quickly diverted attention by proposing gymnastic exercises, with one of the children as leader. S.

NOTES AND QUERIES.

QUERIES ANSWERED.

Q. 237.—(a.) The officers of the United States Army, reading downward, rank as follows: General, Lieutenant General, Major General, etc.; but this succession of rank, as to who is the general-in-chief, is not always maintained. General W. T. Sherman was retired Nov. 1, 1883, and Lieutenant-General Phil. H. Sheridan became general-in-chief. On the death of Phil. Sheridan, Major-General John M. Schofield became general-in-chief, and he is now the highest active officer in the army of the United States. (b.) The officers of the United States Navy reading downward, formerly ranked as follows: Admiral, Vice-Admiral, Rear-Admiral, Commodore, etc. The grades of Admiral and Vice-Admiral were abolished in the United States by a law passed by the Forty-Second Congress. Vacancies will not be filled, and the grades will thus cease to exist. The rank of Admiral of the United States Navy was last held by David Dixon Porter. Stephan C. Rowan was the last Vice-Admiral, and Rear-Admiral Stephan B. Luce is now the highest officer in the navy of the United States. R. F. BEAUSAY.

Carey, O.

Q. 241.—“Reciprocity is the granting by one nation of certain commerical privileges to another, whereby the citizens of the latter are put on an equal basis with citizens of the former in certain branches of commerce. The term was formerly used chiefly with reference to shipping, but is now applied also to privileges concerning imports. It is customary to provide that, should either of the parties to the treaty grant more favorable conditions to a third nation, such privileges should inure also to the benefit of the other party to the treaty; such an agreement is called the “most favored nation” clause of the treaty.

F. J. BECK.

Reciprocity, as a term in International Law, means a treaty concluded between two countries, conferring equal privileges as regards customs or charges on imports, and in other respects. In American politics of the present time, however, the term reciprocity is used in a restricted sense, as applied to a species of Free Trade limited to certain articles of import and export specified in special Treaties for that purpose between the United States and the South American Republics.

Carey, O.

R. F. BEAUSAY.

Q. 242—No. The U. S. has three unorganized territories, Alaska, Oklahoma and No Man's Land. Alaska remained without the forms of civil government till 1884, when the Act of May 17th provided for the appointment of a governor and other officers, and also a district court. In any case not covered by the federal laws the laws of Oregon are held to apply.

F. J. BECK.

Q. 243.—Webster calls both State and river Arkansas.

BERNARD QUINN.

R. F. Beausay answers to same effect.

Q. 246.—The Fenians are an organization of persons of Irish birth, in the United States and elsewhere, which has for its aim the overthrow of English rule in Ireland. The origin of the term is from *Fenii*, the name given the old militia of Ireland, being so called from *Fionn*, a noted hero of Irish traditional history.

BERNARD QUINN.

An anti-British association of disaffected Irishmen, incorporated in the U. S. in 1865, and having for its object the

separation of Ireland from England. They gave out that they intended to form Ireland into a republic. The word Fenian means a *hunter*—Gaelic, *fianna*, from *feadhach*, a hunt. Before the Germanic invasion, a Celtic race so called occupied not only parts of Ireland and Scotland, but also the north of Germany and Scandinavian shores.

F. J. BECK.

Q. 248.—Problem 72, page 405, Rays New Higher Arithmetic.

Let x =number of hogs, y =sheep, u =lambs, and z =calves. Then $8x+2y+u+z=400$. . . (1); $x+y+u+z=100$. . . (2). From (1) and (2) we get $7x+y+8z=300$. . . (3). Hence $z=(300-7x-y)\div 8$. . . (4), and $z < 37$. . . (5). When $z=1$, (3) becomes $7x+y=292$. . . (6), $\therefore x < 42$. . . (7), and $x+y+z < 99$. . . (8). When $z=1$ the limits of x in order that (8) may be satisfied are found to be 33 and 41, and hence for $z=1$ there are 9 different sets of values of the unknown quantities. For $z=2$ the limits of x are 32 and 40, giving 9 more sets of values. For $z=3$ the limits of x are 30 and 39 giving 10 sets of values. Proceeding thus, we find the inferior limits of x corresponding to the successive values 1, 2, 3, &c, to 36, and of z to be 33, 32, 30, 29... 25, 23.. 18, 16.. 11, 9.. 4, 2, 1, 1, 1, 1, 1, 1, 1. The superior limits 41, 40.. 37 35.. 29, 27, 21.. 19.. 13, 11.. 5, 3, 1. The corresponding number of sets of values 9, 9, 10, 10, 10, 9, 9, 9, 10, 10, 10, 10, 9, 9, 10, 10, 10, 10, 10, 9, 10, 10, 10, 10, 10, 10, 9, 8, 7, 6, 5, 3, 2, 1. The sum of this series is 313, the correct answer. Ray's New Higher Arithmetic gives 188.

J. W. JONES,

Kinderhook, Ohio.

The animals must average \$4 each. By alligation,

				1	2	3	4	5	6	7	8	9		
\$4	{	1	3	5		3	10	17	24	31	38	45	52	59
		2	2		5	68	60	52	44	36	28	20	12	4
		9	5	3	2	29	30	31	32	33	34	35	36	37
				8	7									

By balancing and adding up the columns in italic figures, we get 8 and 7. By taking 5th of 8 and 5th of

7 to make 100, which is the same as finding how many whole 8's with whole 7's will make 500, we get nine different answers, thus $500 - (8+8+8) \div 7 = 68$; 68 sevens and 3 eights = 500, hence, 3, 68 and 29 is the first answer, eight subtracted from 500 ten times and divided by 7 = 60; therefore, 10, 60 and 30 is the second answer.

From this the other seven answers are easily found.

In each answer required there must be *two* kinds for the *one price*, \$9. In the first one 29, there could be 1 calf and 28 hogs, 2 calves and 27 hogs, and so on, to 28 calves and 1 hog; that is, corresponding to first column above there could be 28 answers; in second column 29 answers, third 30; in all $28+29+30+31+32+33+34+35+36 = 288$ answers.

F. J. BECK.

Q. 249.—Problem 5, page 286, Rays New Higher. $\$10,000 \div .238 = 42016.807$ reichmarks required. $\frac{3}{4}$ of 42016.807 = \$10084.033, cost of direct exchange. $\frac{1}{4}$ of 42016.807 = 52521.00875 francs. $52521.00875 \div 99.875 = 52586.742177$ francs required. $52586.742177 \div 25.38 = 2071.97565$ £. $2071.97565 \div 99875 = 2074.558$ £ required. $\$4.90 \times 2074.568 = \10165.383 , cost of arbitration of exchange through London and Paris. $\$10165.383 - \$10084.033 = \$81.35$, the difference.

R. F. BEAUSAY.

Solutions with same result by F. J. Beck and W. E. Fleming.

Q. 250.—We first find the number of layers of balls; $\sqrt{1^2 - .5^2} = .865$; $\sqrt{5} = .7071$; $.7071 \div .866 = .8165$, height of each row; $5 \div .8165 = 6$, layers of balls in the box.

The first layer 100 balls, and the next layer 98 balls; the three odd layers 100 balls each = 300, and the three even layers 98 balls each = 294 balls; $300 + 294 = 594$ balls.

J. W. JONES.

Solution with same result by F. J. Beck.

Notes and Queries department will now take a short vacation.
—EDITOR.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

The MONTHLY looks as usual for the good will and good words of its friends at the summer institutes. It ought to reach every teacher in the State. We expect to have a representative at each institute. Help him along.

The meeting of the Ohio Teachers' Association at Chautauqua promises to be one of the largest and best in its history. Cleveland papers speak of a delegation of three hundred from that city alone. The final announcement of the committee concerning transportation appears on another page. Come, for all things are now ready.

Superintendent C. C. Miller, of Sandusky, has been appointed by the Governor to fill the vacancy in the office of State Commissioner of Common Schools, occasioned by the death of Dr. Hancock, to serve until after the election in November. Mr. Miller was the nominee of the Democrats for the office, at the time of Dr. Hancock's election. He is a graduate of Ohio State University, a young man of ability and energy, and has had considerable experience in school work. It is probable that he will again receive the nomination of his party.

MR. CORSON FOR COMMISSIONER.

The Republicans have nominated Oscar Taylor Corson as their candidate for State Commissioner of Common Schools. Mr. Corson was born in Preble county, Ohio, in 1857, where he attended country and village schools, being at one time under the instruction of the late superintendent T. A. Pollok. At about the age of eighteen, he began teaching a country school in his native county, remaining in the same district for some three years. In 1878 he entered the Ohio Wesleyan University at Delaware, and

after ten years of studying and teaching he received the A. M. degree.

After teaching five or six years in his native county, in the villages of Fair Haven and Camden, Mr. Corson became superintendent of schools at Granville, Ohio, resigning at the end of three years to take the superintendency of schools at Cambridge, Ohio. In this position he became widely known over the State as a very efficient and successful worker.

He has been an active member of the Ohio Teachers' Association for a number of years, and a popular instructor in institutes. He received a life certificate from the State Board in 1882.

If, as now seems probable, Mr. Miller should be the nominee of the Democrats, it will be a young men's campaign, as far as the Commissioner's office is concerned.

ON TO CHAUTAUQUA.

TEACHERS OF OHIO:—The Executive Committee is pleased to announce the same railroad rate for all teachers of the State, at all points,—one fare for the round-trip, to the State Association at Chautauqua.

For the best possible accommodation of teachers and their friends, the great Trunk Lines, "The BIG FOUR," and "ERIE" roads, which with their connections, reach nearly every part of the State, have arranged to start "Teachers' Trains" from Cincinnati on Monday morning, July 6th, at 7:30 o'clock, which run through without change of cars, and arrive at Chautauqua early in the evening. The "BIG FOUR" train will be an *extra*, run especially for the convenience of the teachers and their friends going to Chautauqua. Both roads will send officials with these trains to look after the special comfort of all who go.

The connections at various points along these lines are such as to enable teachers from nearly all parts of the State to reach these trains. Local agents will be able to give information as to the time these trains will pass connecting points.

No better arrangements were ever offered to the teachers for a pleasant and quick trip to Chautauqua, one of the finest resorts in the country.

The Chautauqua authorities have arranged to make our visit there as pleasant as possible, and all can be assured of a grand, good time.

The prospect is excellent for one of the largest meetings in the history of the Association.

Tickets to Toronto can be obtained on the 6th and 7th of July by all who wish to stop over at Chautauqua for our meeting.

J. W. MACKINNON, Chairman Ex. Com.

REJOINDER AND SURREJOINDER.

TO THE EDITOR OF THE OHIO EDUCATIONAL MONTHLY:—Life is too short, and my work too pressing to carry on a useless controversy. And useless I must judge this controversy with Professor Shipman to be for three reasons: first, because, as it seems to, me. Prof. Shipman has failed as yet to recognize the one fundamental principle upon which the report is based; second, because it does not yet appear that the report needs long defence; third, because, if further defence is needed, the question can be settled only before the college association, and I am ready at any time to defend the report there.

I have only heartiest good wishes for the work of every college in the State; but I will not suffer myself to be drawn into a college controversy that could be useful to no one. Any one can settle for himself the claims of different colleges anywhere by an examination of their catalogues and their work. I wrote before simply to correct a possible misapprehension, on the part of high school teachers, of the action of the college association; and I write now merely to add that I am ready to go to the record upon what I previously said. It would be a poor satisfaction to pick flaws in the writing of a fellow educator, and I make no attempt, though I confess to some discouragement at persistent misunderstanding. I may at least believe that in our aims, if not in our means, we agree; and I may hope that I have not now furnished a text for another long discourse.

HENRY C. KING.

Oberlin College.

TO THE EDITOR:—With respect to the foregoing I have little to say. Whether a discourse is long or short is of less consequence than whether it is sound; and argument necessarily occupies some space. But Prof. King presents nothing new, and I have in no respect altered my opinions. I had supposed that I understood the point and purpose in the report; but of course it is possible that I do not. If any one is enough interested to read up the matter he may judge for himself as to how this is.

I should be glad to consider these questions further, on the record or on their merits, or both, at any proper time and place. I have the kindest personal feelings toward Prof. King, and full respect for his good intentions; but I think that he made a great mistake when he consented to agree to Dr. White's report.

Buchtel College.

W. D. SHIPMAN.

We offer a copy of Webster's New International Dictionary to the County Institute sending the largest list of subscribers before September 10th, to be used or disposed of as the Institute may determine.

DR. JOHN HANCOCK.

Just after the last form of our last issue had gone to press, came the sad tidings of the death of our honored State Commissioner of Common Schools, Dr. John Hancock. He died of apoplexy, on Monday, June 1, about 10 a. m. He was seated at his desk engaged in writing letters. After a brief conversation with an assistant, he turned to resume his writing, and was immediately stricken. The pen fell from his hand, his head reclined on the desk, and his spirit departed without a word or other sign of consciousness.

Several hours after reading in the daily press the announcement of his death, we were startled by the receipt of a letter addressed in the familiar hand-writing of the Commissioner. It was written by him but a few minutes before he was stricken, and mailed some time after his death. We print it for the double reason that it pertains to matters of interest to our readers and its production was nearly if not quite the last act of this good man's life. It is a reply to a letter of ours which contained the following inquiries:

1. What was your decision in the case of the school-house standing on the line between Butler and Warren counties? Is it necessary for the teacher to hold a certificate from the examiners in both counties?
2. Does the law require that a city board of examiners have at least two members who are actively engaged in teaching?
3. Could the superintendent and one of the male principals of the Akron schools serve on the city board of examiners at the same time?
4. Does the recent act making teachers in private schools ineligible as examiners apply to college professors?

COLUMBUS, O., June 1, 1891.

MY DEAR DR. FINDLEY:—My decision in the case you refer to is that the teacher is required to hold a certificate from but *one* county.

The change in Sec. 4088 is as follows: "Two of such persons shall have had at least two years' experience as teachers and shall be or shall have been within five years actual teachers in properly recognized schools." "Such persons shall be residents of the county for which they are appointed, and shall not be connected with, or interested in any Normal school or school for the special education or training of persons for teachers, or any other private school, or be employed as an instructor in any institute in his own county."

I will send you a full copy of the law within a day or two.

The only change in the law as to the examiners in city districts of the first class is that only *two* years' experience is required instead of *five*. They are not required to be engaged in teaching.

There is no law to prevent the Superintendent of the Schools of Akron and one of the principals serving on the city board of examiners. Such a case does not, as I define a school, come under the provisions of section 4085.

I do not believe it was the intention of the recent act making teachers in *private* schools ineligible as county examiners to include professors in colleges in its provisions, and I shall, therefore, decide such professors not ineligible.

Yours very truly,

JOHN HANCOCK

Another good man has left us. The writer's first meeting with Dr. Hancock was in the old City Hall at Columbus, at the meeting of the Ohio Teachers' Association held in December, 1853. He was appointed secretary *pro tem.*, and was regularly elected to that office for the following year. He also presented a report on the Position and Duties of Teachers. Horace Mann delivered the Annual Address at an evening session of the same meeting.

The first appearance of Dr. Hancock's name in the proceedings of the State Association, is in connection with the Fifth Annual Meeting, at Columbus, in December, 1852. His name is in the list of Hamilton County delegates, and he is reported as opposing a resolution in favor of "the union of school districts." From that time to his death, he was a regular, faithful and efficient member. always present and always active. No other man in our ranks would be so greatly missed. He was the friend of everybody and everybody was his friend.

The following letter, kindly sent us by Mr. Ruggles, of Cincinnati, will be read with deep interest by most of our readers:

WOODBURY FALLS, Orange Co. N. Y., June 4, 1891.

MY DEAR MR. RUGGLES:—The news of Mr. Hancock's death was indeed sad. I reckoned him my oldest and best friend. It is now very nearly forty years ago that he came into the old Race St. School, of Cincinnati, as my assistant. Ever since that time we have been confidential friends. He was my most intimate associate. He was only a few months older than myself. He was born, I think, in the Spring, and I in the Summer, of 1824. He came into the school through the recommendation of Dr. Joseph Ray, and was well worthy of the commendation.

He was one of the best men I have ever known. In the hundred days' service I was with him shoulder to shoulder for four months. In that association, night and day, I never knew him intentionally or even inadvertently to do an unkind thing to anyone. I was associated with him in a Saturday Club for years. He was never absent. He is gone and we must soon follow. He has been called forward in the great procession. He has left an honorable record as a heritage to his children,—children that I believe are worthy of their father.

Respectfully yours,

ANDR. J. RICKOFF.

Since we began this writing we have received from Superintendent Thomas, of Ashland, the following letter which was found on Dr. Hancock's desk, sealed and addressed, some time after his death. It was written in response to an invitation from Mr. and Mrs. Thomas to make their house his home while attending commencement exercises, and it is believed to be the last letter he wrote.

COLUMBUS, O., June 1, 1891.

MY DEAR SUPERINTENDENT THOMAS:—Your cordial note of hospitable intent just received. If the train holds out to run, I expect to be with you on the 4th, inst., about the time you name. Please give my kindest regards to your good wife for her solicitude for my welfare. I shall look forward to a pleasant time.

Most sincerely yours,

JOHN HANCOCK.

How like the man! His humor, his simplicity, his kindness, appear in the last act of his life.

At the request of the executive committee, the writer has consented to prepare a brief memorial sketch of Dr. Hancock, to be

read at the coming meeting of the State Association; and it is expected that Dr. Venable, of Cincinnati, will at a later date prepare for publication a more extended and more worthy memorial.

It would be a fitting thing for the teachers of Ohio to erect a monument to the memory of this good man, at his grave in Spring Grove Cemetery, Cincinnati.

IN LONDON.

(WESTMINSTER ABBEY, CONTINUED).

For our visit to the Chapels we pay our 6d. and secure our guide, who in very marked "*Hinglish*" points out to us many objects of interest and fluently relates what to us seems a wonderful mingling of tradition and history. We enter St. Edmund's Chapel first and notice on our right a tomb to an Earl of Pembroke who died in 1296. Age stamps everything here. From the Chapel of St. Nicholas, we pass to the magnificent Lady Chapel built by Henry VII. in place of the old Lady Chapel. This chapel contains nearly one hundred small statues, standing on pedestals in handsomely carved niches. On each side of the chapel are beautifully carved choir-stalls in dark oak, each one of which is appropriated to a Knight of the Order of Bath. Gazing upon the exquisite fan tracery ceiling, one realizes how perfect Irving's description of it when he says, "Stone seems, by the cunning labor of the chisel, to have been robbed of its weight and density, suspended aloft, as if by magic, and the fretted roof achieved with the wonderful minuteness and airy security of a cobweb." Kings, queens, princes, so many of royal blood lie buried here that for many we had not even a thought. But we can never forget that Mary Queen of Scots, and the great Queen Elizabeth rest opposite one another in the north and south aisles of the chapel. A strange thought, from my childhood's idea of the resurrection morn, comes over me, and I picture to myself the meeting on that great day of these two, in whom the woman was rarely lost in the sovereign.

A word or so as to the monument to Henry VII. and his wife. It is said that the King in his will gave minute directions for the monument and for innumerable masses to be said for his soul. The recumbent effigies of the King and Queen in gilt bronze lie side by side. On the black marble tomb is a finely carved frieze. It is adorned by medallions in copper, representing the Virgin and various saints.

When our guide points out to us what is known as "Oliver's Vault," the whole story of the honors paid the great Cromwell at his burial, and the brutal indignities inflicted on his body when but a little more than two years had elapsed, comes to mind. We are past such a day of barbarism now. We simply give such treatment to the reputation of a popular idol a year or so after his *political* funeral.

In one of the five small chapels forming the apse of Henry VII.'s chapel is a beautiful monument to Arthur Penrhyn Stanley, late Dean of Westminster. A touchingly beautiful inscription in the memorial window to the Lady Augusta Stanley commemorates a life devoted to beneficent deeds. Something of the gentle, scholarly man to whom I was first drawn through the "Life and Letters of Dr. Arnold," the great man who was truly his *Master* of Rugby for five years, and of the man for whom my admiration was intensified by that simple eloquent sketch written by Phillips Brooks, seemed to pervade the place. It is a brighter spot than most other places in the chapels, and I could but think it appropriate for one of whom it is said "The passion of his life was for light."

Passing by many places, we come to St. Edward's Chapel, or, the Chapel of the Kings. We can scarcely agree with those who say "St. Edward's shrine and the five kings and six queens whose bodies lie around it still make this chapel the most sacred spot in the Abbey," princely intellect and kingly character having more significance for this genuine American than royal blood. This chapel is entered from the north ambulatory by a flight of ten steps. The tomb of Edward the Confessor is the central object here. Of all strange stories some of the strangest are those relating to the body of this Saint, and it cannot be said that his sleep of death has been an undisturbed one so far as his mortal remains are concerned. Tombs and coffins have been changed more than once. But in the time of James II. the old coffin was enclosed in one clamped in iron and has since remained undisturbed. At the east end of this chapel is the high chantry that the will of Henry V. directed to be raised over his body. Two life-size figures keep guard by the steps. The head of the effigy of the King, which was of solid silver, is missing. On the bar above this monument are the shield, helmet, and saddle said to have been used by Henry at the battle of Agincourt.

We are next shown the Coronation chairs. One of them was made for the coronation of William and Mary. But the ancient chair made for Edward I. is the one around which interest centers. The Scotch blood in my veins rather rebelled at the sight of the Stone of the Scone here in this chair. Tradition runs the story of this famous stone from the time that Jacob rested his head upon it at Bethel, through its possession by the Spaniards, then by the Irish, afterwards by Hergus, the founder of the Scottish monarchy, until the time (850 A. D.) that King Kenneth deposited it in the monastery of Scone. History assures that it was for centuries held in veneration by the Scots, who believed that "while it remained in their country the State would be unshaken." The Scotch kings down to John Baliol were crowned upon this stone. When Edward I. overran Scotland he seized it and took it to England and placed it in Westminster Abbey, 1297. Edward had a magnificent oaken

chair made to contain it. The Scots made many unsuccessful attempts to recover their treasure. The chair and stone are covered with cloth of gold and moved into the Sacramentarium upon every coronation of the sovereigns of England. It is a little hard when looking upon it in its present condition to see any grandeur in it. But when one knows its history more than an old battered chair is in the mind's eye. The limits of this paper would not permit any account of the architecture of Westminster Abbey even if I felt well enough acquainted with the subject of architecture to undertake describing it, which I do not. But every one feels a satisfaction in this noble building, the highest church in England, whether he considers the harmony of its proportions, the beauty of the marble columns, or the carvings in rich tracery. The church as completed consists of a Nave, Transepts and Choir, with aisles throughout. We were told that all that remained of the old painted glass was to be found in the two small windows at the west end of the Nave, and portions of the "patchwork", as it is called, of the large east window. But the window that I remember best is the one that I faced that Sunday afternoon that I attended divine service in the Abbey. It is the rose window in the North Transept. The present arrangement dates only from 1722. Upon it are represented our Lord, all the apostles except Judas, and the four Evangelists.

That Sunday afternoon will long be remembered. In the first place, the large audience not nearly all of which could be seated in the great church, represented all conditions of society, and almost all races of mankind. There, in a certain sense, the world was gathered. The beautiful service of the Episcopal Church seemed peculiarly appropriate within those historic walls. The music was sweet and low yet perfectly distinct; then it rose upon the air ascending almost to the heavens, it seemed yet without any shrillness in it. Never had music seemed more truly worship. The sermon breathed the gospel spirit in all its beauty. The sacred associations of the grand old church where so many countless souls had worshiped, the charm of music with its holiest influence, the solemn beauty of the prayers in which I seemed to hear the voices of the illustrious dead as well as the hosts of the living, the simple earnestness of the words which stirred the listeners to prepare for a diviner world by making this one all the better for our having lived in it, all united to make each heart pray—

"O may I join the choir invisible.
Of those immortal dead who live again
In minds made better by their presence; live
In pulses stirred to generosity,
In deeds of daring rectitude, in scorn
For miserable aims that end with self,
In thoughts sublime that pierce the night like stars,
And with their mild persistence urge man's search
To vaster issues."

MARGARET W. SUTHERLAND.

EDUCATIONAL INTELLIGENCE.

—The *Sidney Gazette* supplement of June 19th contains the annual report of Superintendent M. A. Yarnell, for year just closed. Such promptness is commendable.

—A summer school will be opened at Utica, Ohio, June 13, to continue six weeks. The instructors are I. C. Guinther, Utica, D. H. Painter, Martinsburg, and J. B. Taylor, Hartford.

—Plain City had no graduating class this year, the course of study having been extended to twelve years, making it necessary for the class to remain another year. A new building will be ready for occupancy next year.

—The teachers of Hamilton county held their last meeting for the school year, in Hughes High School, Cincinnati, June 13, with program as follows:

"The Teacher's Available Means of Growth,"...SUPT. A. B. JOHNSON.
 "Neatness, Cleanliness and Order,"...SUPT. C. L. VAN CLEVE, Troy,
 Recitations,.....REV. C. M. WILLIAMS, Lebanon.
 Vocal Solo,.....MISS MARY COWEN, Batavia.
 "United States History,".....PROF. R. H. HOLBROOK,
 National Normal University.

—At commencement exercises of the Ohio Wesleyan University, Delaware, Ohio, degrees were conferred upon ninety graduates. No honorary degrees were given. The degree of A. M. upon examination was conferred upon Arthur L. Benedict, John W. Murphy, M. D., and Professor James C. Wood of the University of Michigan. The degree of Ph. D. was conferred upon examination upon William F. McDowell, Chancellor of Denver University, and upon Henry B. Newson, Professor of mathematics of the University of Kansas.

President Bashford's report showed an addition during the year of \$58,000 to the University property. The corner stone of University Hall was laid on the afternoon of June 18th with addresses by President Hayes and others.

E. G. Conklin, Ph. D., of Johns Hopkins University was elected Professor of Biology.

—The Third Quarterly Institute of Hancock county was held at McComb, May 16, with program as follows: "The Teacher's Personal Influence,—L. E. HUSTON; "Historical Studies, Their Value to Pupils in After Life,"—A. J. NOULAN; "True Grammar, or the Teaching of Language,"—J. S. BECK; "Commercial Arithmetic,"—J. W. WILLIAMSON.

The following resolutions were adopted:

1. *Resolved*, that the teachers of the State should in all ways possible further the efforts of the State Commissioner in his endeavors to improve the country schools by securing township and

county supervision, graded courses of study in townships, and the establishing of township high schools.

2. Inasmuch as the public mind must first be educated to a knowledge of the benefit of these reforms before they can be secured, or made effective when adopted,

Resolved, that we select some member of the association to secure the columns of one or more of our county papers for the discussion of these and other educational topics. J. E. Leader, of McComb, was elected editor for one year.

—COMMENCEMENTS.—Hudson, June 12—6 graduates—C. F. Seese, supt. Coshocton, June 4—14 graduates—J. M. Yarnell, supt., B. R. McClelland, prin. Dayton, Ky., June 19—9 graduates—R. M. Mitchell, supt. Chagrin Falls, June 11—8 graduates—F. P. Shumaker, supt. Western Reserve Academy, Hudson, June 17—19 graduates—N. B. Hobart, prin. Norwalk, June 10—23 graduates—W. R. Comings, supt., A. D. Beechy, prin. Medina, June 11—15 graduates—J. R. Kennan, supt. Monroeville, June 11 7 graduates—W. H. Mitchell, supt. Salem, June 11—13 graduates—M. E. Hard, supt., F. R. Dyer, prin. Galion, June 12—12 graduates—A. W. Lewis, supt. Xenia Colored High School, June 12—13 graduates—E. S. Cox, supt., A. W. Bailey, prin. Millersburg, June 5—10 graduates—J. A. McDowell, supt. Gnadenhutten, June 2—6 graduates—S. K. Mardis, supt. Logan, June 1—15 graduates—R. E. Rayman, supt. Quaker City, June 5—11 graduates—Alva B. Hall, supt. Tuscarawas, May 29—6 graduates—A. A. Schear, prin. Hicksville, June 5—2 graduates—W. E. Bowman, supt. Marysville, May 28—21 graduates—W. H. Cole, supt. Bellevue, June 18—9 graduates—E. F. Warner, supt. Hillsboro, June 12—18 graduates—Samuel Major, supt., E. G. Smith, prin. McConnelsville, June 11—11 graduates—W. M. Wykoff, supt. Address to the class and presentation of diplomas by Supt. J. C. Hartzler, in place of the late Dr. Hancock. Wellington, June 19—15 graduates—R. H. Kinnison, supt. Cleveland Normal Training School, June 18—51 graduates—Ellen G. Reveley, prin. Fremont, June 11—18 graduates (4 Catholics, 1 Lutheran, 1 Episcopalian, 6 Presbyterians, and 6 Methodists—1 colored). Ohio State University, June 24. Buchtel College, Akron, June 25—15 graduates. Delta, June 3—8 graduates—E. K. Barnes, supt. Spring Valley, May 25—3 graduates—S. E. Pearson, supt. Lodi, June 3—5 graduates—B. F. Hoover, supt.—Address to the class by Supt. Sebastian Thomas. Circleville, June 18—11 graduates—M. H. Lewis, supt. Columbus City Normal School, June 18—48 graduates—Margaret W. Sutherland, prin. New Philadelphia, June 12—4 graduates—Chas. Haupt, supt. Tiffin, June 19—23 graduates—J. H. Snyder, supt. Huron, May 29—4 graduates—B. B. Hall, supt. Ashland, June 5—12 graduates—Sebastian Thomas, supt. Canal Dover, June 2—14 graduates—J. W. Pfeiffer, supt. Barnesville, June 5—25 graduates—Joseph Rea, supt. Port Clinton, May 29—6 graduates—J. E. McKean, supt. Loudonville, June 12—4 graduates—G. C. Maurer, supt. Oxford, June 12—17 graduates—W. H. Stewart, supt. North-Eastern

Ohio Normal School, at Canfield, June 11—19 graduates—J. A. Cummins, prin. Massillon, June 24—12 graduates—E. A. Jones, supt.; W. R. Malone, prin. Jamestown, May 26—7 graduates—M. J. Flannery, supt. Jackson, May 21—9 graduates—J. E. Kinnison, supt.

PERSONAL.

—Eli F. Brown has resigned his position as teacher in the Dayton High School.

—Rev. W. G. Ballantine, D. D., was inaugurated President of Oberlin College, on Wednesday, July 1.

—P. E. Cromer has relinquished his position at Bradford, Ohio, to engage in the study of medicine in Cleveland.

—B. F. Finkel, superintendent of schools at North Lewisburg, Ohio, has been elected a member of the New York Mathematical Society.

—Supt. J. W. Pfeifer, of Canal Dover, has been appointed on the Tuscarawas county board of examiners in place of P. H. Sigrist, resigned.

—Superintendent Sebastian Thomas has completed another year of good work at Ashland. His re-election for two years indicates that his work is appreciated.

—J. W. Jones, of Kinderhook, Pickaway county, Ohio, has completed his forty-second year in the school-room. If pensions were in order, he would be entitled to one.

—Anna Neill Gilmore, Steubenville High School, has leave of absence for a year, for travel and rest. She expects to spend most of the time in California and Washington.

—Superintendent and Mrs. C. C. Davidson gave a reception to the Alliance teachers, at the close of the school year, at which the delicacies of the season and social enjoyment abounded.

—Dr. E. H. Cook, principal of the Rutgers College Preparatory School, New Brunswick, N. J., at one time principal of the Columbus, O., High School, has accepted the superintendency of schools at Flushing, N. Y.

—The degree of Doctor of Pedagogy has been conferred upon Langdon S. Thompson, of Jersey City, N. J., by the University of the City of New York—an honor worthily bestowed on one who in the past stood in the ranks of Ohio teachers.

—The Tiffin Daily Advertiser has these good words for Supt. J. H. Snyder, of that city:

"He is popular with the Board, the staff of instructors associated with him, and universally so with the pupils. He is a growing man and the coming year will witness many of his plans developed. In his profession he is ardently in love with his work, and bends every energy that thorough and satisfactory results may be achieved."

ELECTED:—F. P. Shumaker, Chagrin Falls, an increase of \$100. Capt. F. G. Steele, Xenia, writing and drawing. Prof. S. A. Collins, Xenia, music. E. F. Moulton and William Richardson,

Cleveland, supervisors. Geo. Rossiter exchanges Nevada for St. Claireville. J. M. Yarnell, Coshocton. William H. Hill, Delphos High School. R. H. Kinnison, Wellington, thirteenth unanimous election. Chas. M. Carrick, class of '91, Ohio University, accepts superintendency at Greenwich. W. S. Robinson, prin. Kent High School. W. W. Ross, Fremont, for two years, after a continuous service of twenty-seven years. W. W. Weaver, Napoleon. F. J. Beck, Napoleon High School. E. K. Barnes, Delta, after three years' service. W. R. Comings takes superintendency at Ironton, salary \$1700. A. D. Beechy succeeds W. R. Comings at Norwalk, salary \$1300. G. W. Ready, superintendent, Painesville; salary, \$1500. A. C. Burrell, principal Painesville High School; salary, \$1100; but declines with view of accepting a business proposition. P. H. Sigrist, Dundee and Wayne township; declines with view of completing college course. F. M. Cosgrove succeeds F. O. Reeve at Brooklyn Village, a suburb of Cleveland. Theo. S. Fox, Centerville High School and superintendency of Washington township, Montgomery County. G. W. Brumbaugh, Brookville. Edwin L. Findley, class of '91, Buchtel College, teacher of Latin and Greek in the preparatory department of his alma mater. Aaron Grady, Troy High School. F. S. Alley, of New Paris, succeeds Isaac Mitchell in the superintendency at Ripley. J. S. Lowe, of Geneva, succeeds I. M. Clemens at Ashtabula. J. L. Lasley, of Warren, succeeds J. S. Lowe at Geneva. S. K. Mardis, Gnadenhutten; but declines for the purpose of continuing his studies. Miss Clara E. Myers, principal of New Philadelphia High School accepts position in Ada Normal School. Geo. A. Chambers, superintendent, and S. A. Douglas, principal, Plain City. S. D. Sanor, of Alliance, succeeds J. A. Leonard as principal of Central School, Youngstown. Jonas Cook, Harper, Kansas. He also edits the *Harper Sentinel*. W. S. Lynch, Johnsville. C. W. Durbin, Fredericktown. B. B. Hall, Huron, two years, salary increased. Dr. W. O. Thompson, President Miami University, Oxford, Ohio. T. J. Currey, Georgetown. O. M. Patton, Aberdeen. W. W. Hedrick, Russellville. F. M. Hughes, Mt. Oreb. Frank Ellison, Sardinia. A. L. Beck, Clark township High School (Brown Co.) W. J. White, Dayton, salary increased to \$3000. J. W. Michener, Burbank; salary increased. D. S. Bricker resigns at New Bremen and accepts at St. Mary's. L. W. Hoffman, class of '90, Ohio University, principal of academy at Brookfield, New York.

BOOKS.

Beginnings of Literary Culture in the Ohio Valley: Historical and Biographical Sketches. By W. H. Venable, LL. D. Published by Robert Clark & Co., Cincinnati.

The mere mention of this book will raise great expectations in the minds of all who know the author, and these expectations are not likely to be disappointed. It is the product of an experienced

gleaner in a very fruitful field. It is chiefly concerned with persons and events prior to the Civil War, containing pleasing sketches of early travelers and analysts, the pioneer press, early periodical literature, libraries, literary societies, schools and teachers, preachers and lecturers, poets and story-writers, etc., etc. It is an important contribution to the history of early culture in the region known as the Ohio Valley, with Cincinnati as its center. It is a book that will undoubtedly find its way into very many public and private libraries in and out of the Ohio Valley.

Moffatt's Perspective. By Joseph Vaughn, London: Moffatt and Paige.

This is a manual, of upwards of 100 pages, intended to give a course of study to students who have to master the subject without the help of a teacher, but who wish to approach the work scientifically. Perhaps no branch of learning is more difficult to present in printed words than perspective; at least, few books of this kind are of real use to the learner. The author happily bears in mind that while he himself is thoroughly conversant with the rules of perspective representation, the beginner is not, and he strives to employ rational methods to enlighten him; a reasonable selection of models is so associated with a brief theory that the treatise is of real value. The author appears to believe that "things are best learnt by being done."

T.

Lessons in Industrial Drawing.—By Mary Isabel Gilmore, Boston; Educational Publishing Co.

In her little book Miss Gilmore endeavors to follow up the more recent lines of thought in industrial art education; at the outset, form study is treated as an important factor; then follow methods of representing facts and appearances of type-solids, and later the simple rules of decoration. A chapter upon paper-folding and cutting gives additional value to the work. The subject in its several divisions is illustrated with expressive outline sketches.

T.

Business Book-Keeping. A Manual of Modern Methods in Recording Business Transactions. Common School Edition.—Single Entry. By George E. Gay. Published by Ginn & Co., Boston.

The author describes clearly his method of teaching the subject, and presents in good form a record of actual business transactions. The work is well adapted for either school or private use.

Practical Language Exercises, by Mara L. Pratt, is what the title implies. It contains well chosen exercises in great variety, calculated to give the pupil facility in the correct use of language. Educational Publishing Company, Boston, New York, Chicago.

Another number of Ginn's excellent *Classics for Children* is Walter Scott's *Marmion, a Tale of Flodden Field*. Dr. Rolfe's text is followed, and carefully prepared foot-notes throw light on Scottish words and customs. A sketch of the author's life precedes.

The Information Readers, published by the Boston School Supply Company, are designed to give pupils valuable information concerning the world about them, while they acquire the ability to read well. Number I. devoted to Foods and Beverages, is written in clear, simple, and interesting style, and contains a large amount of information of value to young and old.

Manual of the Botany of the Northern United States, Including the District East of the Mississippi and North of North Carolina and Tennessee. By Asa Gray, Late Fisher Professor of Natural History in Harvard University. Sixth Edition. Revised and Extended Westward to the 100th meridian. By Sereno Watson, Curator of the Gray Herbarium, Harvard, and John M. Coulter, Professor of Botany in Wabash College, assisted by specialists in Certain Groups. With twenty-five Plates, Illustrating the Sedges, Grasses, Ferns, etc. American Book Company, New York, Cincinnati, and Chicago. Press of Ivison, Blakeman and Co. By mail, \$2.00.

This revision is in pursuance of the purpose and plan in the author's mind before his death. The editors have made use of all known available sources of information in every part of the included territory, in order to make the work as complete and accurate as possible. It is well printed and finely bound in flexible leather—convenient for carrying in the pocket of the working botanist.

Eight Books of Cæsar's Gallic War. By Wm. R. Harper, Ph. D. and H. C. Tolman, Ph. D., Yale University. American Book Company, New York, Cincinnati and Chicago. Introduction price, \$1.20.

This book has several important characteristic features, among which are, "Topics for Study," following each chapter of the first four books; examples of inductive studies and lists of topics for investigation; word-lists containing those words a knowledge of which is most essential to a satisfactory reading of the text; prose composition based on special chapters; and the indication of new words by full-faced type. The student who fairly masters Cæsar has a good foundation for classical scholarship, and the plan of this book followed can scarcely fail to produce such mastery.

A Higher Algebra. By G. A. Wentworth. Published by Ginn & Co., Boston.

This work is equivalent to the author's Complete Algebra, with some improvement in arrangement and method. It is sufficiently elementary for beginners, yet sufficiently advanced even for college classes. Preparatory schools, high schools, and academies will find in it work adapted to all capacities. All its statements and definitions are remarkably clear and concise.

French by Reading. A Progressive French Method. By Louise Seymour Houghton and Mary Houghton. Published by D. C. Heath & Co., Boston.

The plan of this book is to learn to read by reading. The aim is to lead the pupil as rapidly as possible to thinking in French. The study of grammatical rules is subordinated to the acquisition of a vocabulary. The authors claim that four lessons a week for one year, by this method, should enable the pupil to read at sight any French work intended for popular reading.

Livy. Books I. and II. Edited with Introduction and Notes by J. B. Greenough. Boston and London: Ginn & Co.

The editor's aim is to lead the student to read the Latin in the form and order of the author, with as little translation as possible. The critical investigation of grammatical points is subordinated to the getting of the thought as it lay in the author's mind yet grammatical construction is by no means ignored. The notes appear on same page with the text.

BOOKS RECEIVED.

The Modalist, or the Laws of Rational Conviction: A Text-book in Formal or General Logic. By Edward John Hamilton, D. D., Boston: Ginn & Co.

An Elementary Handbook on Potable Water. By Floyd Davis, M. Sc., Ph. D. Silver, Burdett & Co., New York, Boston, and Chicago.

Primary Manual Training. Methods in Form Study, Clay, Paper and Color Work. By Caroline F. Cutler. Educational Publishing Company, Boston and Chicago.

Physical Laboratory Manual and Note Book. To accompany the author's text-books on Physics. By Alfred P. Gage, Ph. D. Boston: Ginn & Co.

Colomba. Par Prosper Merimee, With Introduction and Notes by J. A. Fountain, Ph. D. Boston: D. C. Heath & Co.

Mademoiselle De la Seigliere. Comedie en quatre actes. Par Jules Sandeau. Introduction and English Notes by F. M. Warren, Ph. D. Boston: D. C. Heath and Co.

The Alhambra, by Washington Irving. Edited for the Use of Schools by Alice H. White. Boston: Ginn & Co.

MAGAZINES.

Judging by the table of contents the July number of the *North American Review* is one of the most notable ever issued. It includes articles by Baron de Hirsch, under the head of "My Views on Philanthropy;" by the President of the Farmers' Alliance, on the Farmer's Discontent; on a New Variety of Mugwump, by the Hon. Dorman B. Eaton, ex-President of the Civil Service Reform Commission; on English Universities and Colleges, by Prof. E. A. Freeman; on The Relations of Literature to Society, by Amelia E. Barr; on Industrial and Financial Co-operation, by F. B. Thurber;

on The Inheritance of Property, by Prof. Richard T. Ely; on Loafing and Laboring, by the late E. P. Whipple; on Domestic Service in England, by Emily Faithful; and on the The Theological Crisis, by Dr. Charles A. Briggs. These are but a part of the articles—the number containing eighteen separate contributions.

An admirable full-page portrait of Oliver Wendell Holmes forms the frontispiece of the July *Arena*. A critical paper by George Stewart, D. C. L., L. L. D., the well-known editor and critic of Quebec, treats of the life and literary labors of Dr. Holmes, in a manner at once scholarly and absorbingly interesting. Probably the most notable paper in this issue is Edgar Fawcett's "Plutocracy and Snobbery in New York." In it the weaknesses, foibles, and evils of high life in the metropolis are boldly dealt with in a masterly manner, while Prof. Buchanan's closing paper on "Revolutionary Measures and Neglected Crimes" strikes boldly at the very evils which Mr. Fawcett so vividly depicts. *The Arena* is a library in itself, treating all the great living problems of the hour in a comprehensive manner, and containing a vast amount of entertaining and instructive matter in its stories, character sketches, biographical and critical papers.

"The lady of Fort St. John," the new serial which begins in the July number of the *Atlantic Monthly*, is a story of one of the lords of Acadia, Charles de la Tour. The novel opens in an Acadian fortress at the mouth of the river St. John. There is a good deal of dramatic interest in the first installment, which ends, as all well-regulated serials should, in a situation which piques the curiosity of the reader. There is nothing better in the whole number than Octave Thanet's paper on "Plantation Life in Arkansas." It is admirably written. The article is full of amusing sketches of character, and will be of special interest to the philologist and the student of folk-lore. Mr. Nathaniel Southgate Shaler's paper on "College Examinations" will excite remark.

The leading articles in the July number of the *Educational Review* are on topics of current interest. Bishop Spalding's article on "Religious Instruction in State Schools" furnishes an interesting contrast to the late Dr. Howard Crosby's discussion of "Religion in the Common Schools" in the May number. Principal Ray Green Huling of the New Bedford (Mass.) High School, who has for many years devoted himself to the study of his subject, contributes his second paper on "The American High School." Principal Geo. E. Hardy describes the "Functions of Literature in the Elementary Schools," and W. B. Shaw of the Albany State Library tells of "Recent School Legislation in the United States."

Scribner for July is a good number of this popular magazine. "Speed in Ocean Steamers" is the opening article. "Starting a Parliament in Japan" is a highly illustrated sketch of Japanese life and manners. "Outlawry on the Mexican Border," "An Old Danish Town," "The Haunts of the Black Sea-Bass," and "Londor Once More" are some of the more important remaining articles.

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OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

— AND —

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

Vol. XL.

AUGUST, 1891.

No. 8.

FORTY-FIFTH ANNUAL MEETING

— OF —

THE OHIO TEACHERS' ASSOCIATION, AT CHAUTAUQUA,
N. Y., JULY 7, 8 AND 9, 1891.

SUPERINTENDENTS' SECTION.

The Association was called to order by Sup't W. S. Eversole, of Wooster, the retiring president. Prayer was offered by Dr. Samuel Findley, of Akron.

Sec'y Mulford not being present, Sup't M. A. Yarnell, of Sidney, was made Sec'y *pro tem*.

After the singing of a selection, Pres. J. C. Hartzler, of Newark, O., read his inaugural address.

The discussion was opened by Sup't M. A. Yarnell, followed by Sup't F. S. Alley, of New Paris.

Dr. Findley then moved that a cordial invitation be given to teachers from other states to participate in the discussions.

The inaugural was further discussed by Sup'ts J. F. Lukens, of Lebanon, and H. N. Mertz, of Steubenville.

Pres. Hartzler then took the chair and called for the first paper on the program, "Dullards and Incurables", by Sup't C. L. Van Cleve, of Troy.

The discussion of Sup't Van Cleve's paper was opened by Sup't Mertz, of Steubenville, followed by Prof. R. H. Holbrook, of Lebanon, and E. S. Cox, of Xenia.

Then followed music by the Painter-Edwards Brothers.

The President appointed E. F. Moulton, M. R. Andrews and J. F. Lukens a committee on nomination of officers for the section, to report in the afternoon.

Sup't W. H. Morgan being absent, his paper was read by Supt. J. P. Cummins, of Clifton, O.

AFTERNOON SESSION.

Sup't Morgan's paper was discussed by Sup't F. Treudley, of Youngstown.

Music by the Painter-Edwards Brothers.

President then called for the next paper, by Wm. McK. Vance, on the "Equipment of Ohio High Schools".

The subject was discussed by W. R. Malone, of Massillon; Alston Ellis, of Hamilton; H. M. Parker, of Elyria; S. Thomas, of Ashland; J. F. Lukens, of Lebanon; E. B. Cox, of Xenia; and Dr. J. P. Gordy, of Athens.

The committee on nomination of officers reported as follows: *Pres.*—W. R. Comings, Ironton; *Sec'y*—A. E. Gladding, East Liverpool.

The report was adopted.

Mr. Treudley moved that Mr. Burns and Mr. McKinnon be appointed a committee to arrange for a meeting in the evening in the Hotel Athenaeum parlors.

Mr. E. O. Vaile, editor of *Intelligence*, and Col Parker, of Cook Co. Normal School, were called out and responded happily in short addresses.

The Superintendents' Section adjourned.

M. A. YARNELL,

Secretary.

J. C. HARTZLER,

President.

GENERAL ASSOCIATION.

WEDNESDAY MORNING SESSION.

At 9 o'clock, the Association was called to order by L. W. Day, the retiring president.

Prof. Whitlock, of Delaware, led in prayer.

Mr. Lewis Miller, President of the Chautauqua Assembly, spoke words of welcome. Dr. J. J. Burns responded.

Pres. G. A. Carnahan, of Cincinnati, was then introduced, and delivered his Inaugural Address, which was discussed by Supt. J. F. Lukens.

On motion of Dr. Findley, that part of the inaugural address relating to the Amendment of the Constitution, so as to provide for certain standing committees, was referred to a special committee consisting of L. W. Day, Cleveland; J. A. Shawan, Columbus; W. J. White, Dayton; F. Treudley, Youngstown; and J. J. Burns, Canton.

A committee on nominations was appointed as follows: L. W. Day, Cleveland; A. B. Johnson, Avondale; H. M. Parker, Elyria; J. F. Lukens, Lebanon; J. J. Burns, Canton; M. R. Andrews, Marietta; and F. Treudley, Youngstown.

F. Treudley, chairman of committee on legislation, appointed last year, made the following report:

At an informal meeting of teachers held in the Hotel Athenaeum for further consideration of the educational needs of the State, the undersigned were instructed to report to this meeting what in their judgment should be the further action of this association. In pursuance of this we make the following recommendation, viz.: that a permanent committee be appointed known as the Committee on School Organization to consist of ten members from different parts of the State, besides the School Commissioner, who shall be a member of this committee *ex officio*, empowered to take such measures as will lead to adequate legislation, and authorized to incur any reasonable expense.

F. TREUDLEY,
ALSTON ELLIS,
J. J. BURNS,
C. C. MILLER,
J. A. SHAWAN,
J. B. MOHLER,
O. T. CORSON.

The report was referred to the special committee on constitutional amendments.

On motion of W. J. White, the committee on Legislative Action was instructed to confer with committee on Amendments to the Constitution.

On motion of Dr. Ellis, the Executive Committee was instructed to pay the expenses of the Committee on Legislative Action.

Prof. A. J. Ganvoort, of Piqua, read a paper on "Music in the Public Schools".

AFTERNOON SESSION.

Prof. R. H. Holbrook, of Lebanon, addressed the Association on "The Public School as a Moral Force."

The subject was further discussed by C. S. Wheaton, of Athens, and Miss Anna M. Osgood, of Columbus.

A. B. Johnson, of Avondale, read a paper on "Professional Stagnation—Its Causes and Remedies."

EVENING SESSION.

The Annual Address was delivered by J. W. Bashford, D. D., President of Ohio Wesleyan University, Delaware, Ohio.

THURSDAY MORNING, JULY 9.

E. S. Wilson, Editor of the *Ironton Register*, read a paper on "The Examination of Teachers—What Are the Best Results? How can they be Secured?"

F. B. Dyer, M. E. Hard, E. S. Cox, Alston Ellis, F. Treudley, and Sebastian Thomas followed in the further discussion of the subject.

W. W. Ross, of Fremont, read a paper on "Free Text-books," which was discussed by E. A. Jones, of Massillon.

The Committee on Nomination of Officers for the ensuing year reported as follows:

President—W. J. White, Dayton.

Vice Presidents—W. W. Donham, Forgy; C. S. Wheaton, Athens; Mrs. S. J. Peterson, Youngstown; Miss H. M. Pierce, Delaware; J. P. Cummins, Clifton.

Secretary—Arthur Powell, Marion.

Treasurer—J. A. Shawan, Columbus.

Executive Committee—M. E. Hard, Salem; L. D. Bonebrake, Mt. Vernon.

Board of Control, O. T. R. C.—Chas. Hauptert, New Philadelphia; Margaret W. Sutherland, Columbus.

The following Committee on Resolutions was appointed by the chair:—C. L. Van Cleve, F. B. Dyer, J. W. Cross.

The joint committee to which was referred the recommendations contained in the President's inaugural, respecting certain proposed amendments to the constitution of this Association, and the report of the committee named at the informal meeting of teachers held in Hotel Athenaeum, beg leave to report as follows:

We recommend that notice be hereby given that the following amendments will be proposed at our next annual meeting, viz:—Five permanent committees shall be added to those already recognized by the constitution, of which one, now known as the Board of Control of the Ohio Teachers' Reading Circle, shall stand in every particular as at present constituted. The others shall consist of six persons, each mem-

ber to serve three years, two of whom shall be elected each successive year, bearing designations and having duties as follows:

1. Committee on the Condition of Education throughout the State. This committee is to make inquiry into the educational needs and progress of the State everywhere and to report upon the educational condition with specific recommendations as to measures calculated to improve it.

2. Committee on School Legislation. This committee in connection with the Commissioner of Common Schools is to be charged with the duty of securing suitable legislation in behalf of the schools.

3. Committee on Publication and Distribution of Educational Information. The scope of this committee's work is, in general, the gathering, publishing and disseminating of all such educational literature as the committee shall decide calculated to improve the condition of the schools.

4. Committee on Necrology. This committee shall report at each annual meeting upon deceased members.

The president of the Association is to be, *ex officio*, a member of all committees and the Commissioner of Common Schools, *ex officio*, a member of the Committee on Legislation.

Your committee further recommends that to give immediate force to the proposed measures these committees be constituted as outlined above temporarily for the present year, and filled by the President of the Association, with the exception that the Committee on School Legislation shall consist of ten members instead of six and shall be authorized to incur any reasonable expense in its work.

We finally recommend that a committee be appointed to revise the constitution, incorporate the proposed amendments and report the same in due form at our next meeting for ratification, subject to the approval, by the Association, of the proposed amendments.

L. W. DAY,	J. J. BURNS,
W. J. WHITE,	J. A. SHAWAN,
F. TREUDLEY,	ALSTON ELLIS,
O. T. CORSON,	C. C. MILLER,
J. B. MOHLER,	H. M. PARKER.

The report was adopted.

In accordance with the foregoing action the Chair announced the following committees:

Committee on Condition of Education—M. R. Andrews, Marietta; J. F. Lukens, Lebanon; G. A. Carnahan, Cincinnati; C. P. Lynch, Warren; C. W. Bennett, Piqua; H. W. Compton, Toledo.

Committee on Publication—Samuel Findley, Akron; J. P. Gordy, Athens; C. L. Van Cleve, Troy; E. F. Moulton, Cleveland; Samuel Major, Hillsboro; H. B. Williams, Caldwell.

Committee on Legislative Action—F. Treudley, Youngstown; Alston Ellis, Hamilton; J. J. Burns, Canton; J. A. Shawan, Columbus; J. B. Mohler, Gallipolis; E. B. Cox, Xenia; J. C. Hartzler, Newark; H. M. Parker, Elyria; W. W. Ross, Fremont; H. N. Mertz, Steubenville.

Committee on Necrology—A. B. Johnson, Avondale; Dr. W. G. Williams, Delaware; Miss Anna M. Osgood, Columbus; Miss Margaret Burns, Dayton; William Richardson, Cleveland; J. W. Pfeiffer, Canal Dover.

Committee on Revision of the Constitution—J. J. Burns, Canton; E. A. Jones, Massillon; H. N. Mertz, Steubenville.

The Committee on Resolutions reported as follows:

Inasmuch as matters which properly come within the province of a committee on resolutions have, to such a large degree, been referred to special committees, and the late date of the appointment of this committee precludes any careful scrutiny of items of interest to the teachers of our State, be it

Resolved, That for the future all resolutions shall, at the time of their presentation, be referred to a Committee on Resolutions appointed at the opening of the session.

Resolved, That our hearty thanks are hereby expressed to the authorities of the Chautauqua Association for the evident care with which they have provided for our comfort and enjoyment, and especially to Mr. Fred. Emerson Brooks, Mr. Robertson, Miss Catherine Findley, and the Painter Bros. Sextette.

Resolved, That we are under much obligation to Prest. J. W. Bashford for his magnetic and appropriate address.

Resolved, That we solicit for the pupils' Reading Course proposed by the Board of Control of the Teachers Reading Circle the attention of every teacher in the State and bespeak for it a fair trial.

Resolved, That we heartily indorse the suggestions made in the inaugural of Pres't Carnahan and pledge our cordial and united support to the committees appointed in conformity thereto.

Resolved, That we reaffirm our confidence in township organization, and earnestly urge upon the Legislature the necessity of making it mandatory.

Resolved, That we strongly approve free text books.

Resolved, That we appeal to examiners for broader and more professional tests of proficiency.

Resolved, That we deprecate the confusion and apparent illiberality of a few Ohio rail roads in the issuance, extension and price of tickets, and attribute to these causes the comparatively small attendance at this meeting.

C. L. VAN CLEVE,
F. B. DYER,
J. W. CROSS,

Committee.

A division was called for, so as to permit a separate vote on the question of free text-books. All the other resolutions were adopted by a unanimous vote. The resolution concerning free text-books was adopted with only three or four dissenting votes.

President Scovel, of Wooster University, presented the following resolution:

Whereas, Much attention has been drawn to the fact that a very small proportion of the boys of Ohio are completing the course of our high schools, though they are now so generally well equipped and admirably administered by trained and skillful teachers:

Resolved, That a committee of three be appointed to inquire into the exact facts of the case; to discover, if possible, the causes and the remedies; to report on the whole matter to the next meeting of the Association.

The resolution being adopted, the following committee was appointed: Dr. S. F. Scovel, and Sup'ts Treudley and Ellis.

F. Treudley presented the following resolution, which was adopted:

Resolved, That this Association request the Commissioner of Common Schools and the State Board of Examiners to take into consideration Ohio's exhibit at the Columbian Exposition, as our representatives.

The following resolution, presented by E. A. Jones, was unanimously adopted:

Whereas, The constitution of Ohio does not allow women to hold positions upon examining boards or the school boards of the State, because they are not electors,

Resolved, That we earnestly advocate such a change in the constitution of Ohio as will enable women to occupy positions upon boards of education, to serve upon boards of school examiners, and to vote at all school elections.

AFTERNOON SESSION.

The report and other business pertaining to the Teachers' Reading Circle occupied the first part of the afternoon session.

[A full report appears elsewhere in this issue of the MONTHLY.—EDITOR.]

Dr. Samuel Findley read a memorial sketch of the life and character of Dr. John Hancock, and was followed by Drs. R. W. Stevenson, Alston Ellis, J. J. Burns, and Prof. M. R. Andrews.

Dr. E. T. Nelson delivered a short eulogy on Rev. J. S. Campbell.

O. T. Corson spoke in eulogy of his friend and teacher T. A. Pollock.

J. J. Burns, Chas. Hauptert and Samuel Findley spoke brief words of appreciation of F. S. Fuson.

TREASURER'S REPORT.

Report of Treasurer Ohio Teachers' Association, for year ending July 9, 1891.

RECEIPTS.

July 3, 1890, cash on hand.....	\$340 26
" " " membership fees received after adjournment (Lakeside)	3 00
July 3, 1890, membership fees (Chautauqua).....	248 00
July 9, 1891, cash received for advertising Chautauqua Assembly, etc.....	9 50
Total.....	\$600 76

EXPENDITURES.

Dec. 31, 1890, expenses Executive Committee (Columbus).....	\$ 55 00
July 9, 1891, expenses Executive Committee (Springfield and Chautauqua).....	69 50
July 9, 1891, printing programs, etc.....	19 50
" " " printing membership tickets 1890 and 1891.....	4 00
" " " Annual Address.....	11 65
" " " reporting proceedings.....	25 00
" " " printing proceedings.....	175 00

July 9, 1891, expenses of committee on school legislation.....	17 55
Total.....	<u>\$377 25</u>
July 9, 1891, cash on hand.....	<u>\$223 51</u>

Respectfully Submitted,

J. A. SHAWAN,
Treasurer.

After singing the doxology, the Association adjourned.

C. P. LYNCH,
Secretary,

G. A. CARNAHAN,
President.

INAUGURAL ADDRESS.

BY J. C. HARTZLER, PRESIDENT OF THE SUPERINTENDENTS' SECTION.

Fellow Superintendents and Teachers of Ohio:—In accordance with a custom observed by all my predecessors as presiding officers of this section of the Ohio Teachers' Association, I wish to present a thought or two for your consideration and discussion. In doing this, I am not unmindful of the honor conferred upon me by being selected from so large a number of able and experienced superintendents in the State, and I trust I may have your indulgence and guidance during these deliberations.

We have met here after an absence of four years, at this Mecca of learning, the center of the most extensive study-circle the world has ever witnessed. It is well we should do so, even at the expense of leaving our own State and coming up here where the mosquito and white-winged June fly do not molest. It is well, too, that we should come here to catch that inspiration which alone can come from contact with men like Bishop Vincent, founder of Chautauqua, Mr. Lewis Miller, president of the Chautauqua Assembly, who gave it the substantial aid so helpful in its beginning, and who in the midst of his vast business affairs still finds time, almost weekly, to honor the Assembly with his presence, William R. Harper, Dr. John Hall, and a hundred and one others whose names have from time to time appeared on the programs of the Assembly, so prominent in disseminating the light that comes up to us from the historic past and down upon us like that which came from the burning bush that was not consumed.

We are all here I trust as learners. The best educators acknowledge being only abecedarians in the profession. We are here, then, the better to inform ourselves as to correct supervision and school management. I for one hope to return to my work wiser than I came, reinvigorated by contact with the wisest and best teachers, and inspired by a new professional zeal that shall be seen and felt in my work in the years to come.

But we are *not all* here. Since our last Chautauqua meeting, Dr. Tappan, and only a few weeks since, our Dr. Hancock, whose name is familiar in every school-house in the State, were suddenly summoned

from labor to their reward. Both died at the helm of school affairs of the State, both were known by educators throughout the land, and both are deeply enshrined in the hearts of the teachers of Ohio.

What the superintendents' section of the Ohio Teachers' Association has accomplished in the twenty-three years of its existence, cannot be estimated in dollars and cents. Whatever the direct good may be, brought into the supervision and management of our schools by this section of our association, will result, though indirectly, in equal good to the commonwealth. This was doubtless the object of the prime movers of the organization.

A brief review of the doings of the superintendents' section may not be out of place here.

At the meeting of the Ohio Teachers' Association held at Dayton, in July, 1868, a preliminary meeting of a number of superintendents was held at the Phillips House in that city, for the purpose of organizing a superintendents' association. A temporary organization was effected by the election of Mr. M. F. Cowdery, of Sandusky, chairman, and Mr. A. B. Johnson, of Hamilton county, secretary. The committee on rules for permanent organization consisted of Drs. Hancock and Henkle, and W. E. Crosby, of Lima. At a subsequent meeting of the committee the following subjects were agreed upon for a meeting to be held in December, 1868.

1. Methods and frequency of examinations of pupils in graded schools.
2. On a general truancy law.
3. Practical methods of giving moral instruction.
4. On the methods of selecting teachers for graded schools.

To this meeting, the superintendents of the State were earnestly invited, and the hope was expressed that the new organization would prove of great practical value to the educational interests of the State.

I have been unable to find any report of the above December meeting, but the Association met in the Library Rooms, Cleveland, July 5, with President Cowdery in the chair. The Association met the following morning in the High School room. At this meeting, a report was read by Mr. Rickoff on "The Work of Teachers' Meetings;" another by Mr. Crosby on "The Duties of Principal Teachers;" and still another on "Means for the Prevention of Tardiness and Absenteeism," all of which were followed by animated discussions. The meeting the following year was held at Columbus, and was again presided over by Mr. Cowdery. The largely increased attendance and interest at this meeting, as also the discussions which followed the papers read, indicated a vigorous growth for this annex to the State Association. Among the subjects presented at this meeting was "The Nomenclature of School Classification" by Mr. Rickoff. The discussion on the latter paper was participated in by a large number of teachers, superintendents and others, among them the well-remembered and venerable Joseph Sullivant, of Columbus. The meeting of '71, held at Sandusky, July 4, was noted for the vigor of its inaugural by Mr. Rickoff, from which the following quotation will speak for itself:

"Every other human interest has received its due share of attention,

it would seem, by the large volumes of laws annually printed as the winter's grist of Acts of Legislature of Ohio. Other states in the mean time have done for the schools what we have so long in vain prayed our Legislature to do. East, west, north, and south of us, with very few exceptions, they have normal schools, county supervision, and school laws which, it is safe to say, contain fewer conflicting provisions than our own. The fact is, if we take the legislation of the State altogether for the last eighteen years, except the one attempt to consolidate, after a fashion, the schools into township districts, I do believe it has been adverse to the interests of the common school system."

Every speaker who followed in the discussion bemoaned the great need of legislation as set forth in this inaugural address. How much better off are we in this respect to-day?

Dr. Findley, president of the Association in '73, presented in clear, strong light, the necessity of "Moral Education of Youth." He said:

"That which is most likely to stand the trial, and pass safely through all these changes, is the tender conscience and the trusting heart. * * * The heart gives temper and tone to the whole being. It is the fountain whence the streams of life issue; and the stream cannot be good unless it be pure. Any system of education which neglects the cultivation of the heart, seeks to purify the stream without any regard to the fountain."

Superintendent Richardson, of Chillicothe, in '79, makes the following statement:

"We are living in an age which calls loudly for men; not rich men—the world has a good supply; not for royalty—the kingdoms of this world are not suffering from lack of the high-born; not for scientists—science is being pushed in every department by those who honor her; not politicians—we have a larger crop than we can possibly gather; not professional men—there is hardly a niche left unfilled in any profession; but the age calls for men, 'high-minded men,' men of personal worth, men of honesty of purpose and principle, men of stability, men who are right, and, consequently, act right, who live right, men with whom government, state or national, is safe, who can no more be swayed from truth and honor than the sun can be turned from its course."

In '80, President Bennett, of Piqua, discussed at considerable length "Industrial Education." From that time to within a year or two, this subject received perhaps more attention than any other ever presented at either section of the Association.

In '83, President Dowd, who since turned his back on the profession, in order to serve us the better in warming school houses, says: "An education cannot be talked into a child. A child may be talked to death—intellectual death, and from such a death there can be no resurrection;" all of which suggests that even an inaugural address may easily be spun out too long, and may abound too much in glittering generalities.

President M. R. Andrews tells us in '84: "There are times when the word Philistine is not so abused. When it is a protest against absorption of every faculty in mere money-getting, the one who uses it has reason on his side. In the process of differentiation in society there is danger of losing the man in the mere part of the machine. Thirty years ago I

knew a good farmer who was a justice of the peace, a local preacher, an amateur dentist, a teacher of the district school, and, when these callings did not occupy all his time, a 'handy' carpenter. He certainly had greater development as a man than the one who spends his working hours in making shoe-pegs, or the teacher who knows nothing beyond his school-room. Where all are rulers there can be no safety if the education of the man is lost sight of in the adjustment of the machine. But the over-refinement of culture which removes it from the toiling masses only exaggerates the evil. Give all the culture possible, so that each may be more than the mere operative—a true man. If this be Philistinism, let us bear the name philosophically, remembering that a nickname affixes no stigma."

I quote once more; this time from the inaugural by Dr. Ellis in '84, on, "How Well Prepared for Life Is the Average Graduate?" I selected this passage, first, because it is full of significance, and second, because it serves me well as an introduction to a thought I wish to express further on.

"Those who are best acquainted with the changes that have taken place in school policy know that the present tendency is to lift the weight of school work from the pupils' shoulders and transfer it to the teachers.' Some one has said that the prime distinction between the old and the new in education is, that under the old system the pupils were sacrificed for the teacher, while under the new, the teacher is sacrificed for the pupils. The teachers of to-day do far more and the pupils far less than they did when most of us attended school as pupils."

In Dr. Eversole's inaugural address last year, we were given many valuable suggestions in the line of supervision and school management. So well was the survey taken that but little was supplemented in the discussions which followed, beyond hearty approval of the things recommended. It is not my purpose, then, to go over any part of this well beaten path to-day, but rather to go in search of defects in other quarters, provoke discussion thereon, and, if possible, find a remedy therefor.

We are told that all instruction arranges itself under two heads, the inductive and deductive; in other words, the synthetic and analytic, that with the product of the senses and judgment at hand, we have these two modes of reasoning, that induction is the mode of reasoning in which a general truth is gathered from an examination of particular cases, the examination being so conducted that each case is made to depend on the preceding one. On the other hand, we may begin with general truths and reason down to particulars embodied in them. This the logician terms deduction. Wickersham states it thus: "We can take wholes and unfold their parts, or we can take parts and unite them into wholes, but all thinking in judgments must assume one or the other of these two forms. Now all this is very well, but for the sake of simplicity let us use the terms synthetic and analytic, or if preferred, constructive and analytic.

My school life began in the cross-road school house. My observation and experience from that time to this, as pupil and teacher, con-

vince me that the schools are not doing enough for the pupil in the line of synthetic work. The ordinary way is to direct classes, beginning a branch of study, to prepare the subject-matter of the text-book, and so continue through the book to the end of the term. Is it not true that in a large majority of schools the subject-matter as given in the text-books on English grammar is all the pupils are expected to prepare? So it is in arithmetic. The pupils' only work seems to be to solve the examples and problems and no more. In this way the pupil learns nothing about the structure of problems, but merely unravels what was constructed by the author.

I well remember when my first child had learned to arrange her toys on the floor, some cobs were brought in and I proceeded to show her how they might be laid up to form a cob-house, how delighted she became over her ability to construct a miniature building. She ran out to call her mother, then clapped her hands to emphasize her joy, and immediately pushed it over for the pleasure of building it up again. Here, evidently, the synthetic process had a large advantage over the analytic in interesting the child.

When a boy of about ten years, I with a number of others was ordered to learn the multiplication table. This, we were told, must be prepared within a week. Being obliged to be absent two school days, I set myself to work on constructing the table while otherwise engaged at manual labor. I began reasoning synthetically like this: If four times one are four, then four times two must be four more than four, which is eight. If four times two are eight, then four times three must be four more than eight, which, by counting on my fingers, I found to be twelve. In this way I continued building up the table by this synthetic process, till within two days, it was crystallized in my mind. Had I attempted to commit it to memory in the ordinary way, by cramming, I might have consumed two years instead of two days in learning it. My classmates spent several months in learning it, because they failed to construct it. This simple but successful attempt on my own part, not suggested even by the teacher, gave me a conscious power more valuable in after years, than could have been the cramming of a whole cyclopedia.

Some years since, one of our school boys in the fifth year grade failed in his examination in arithmetic. Common fractions was the lion in the way. The failure of the boy was owing to a failure on the part of the teacher to show how to construct examples and problems for himself, then solve them.

I took him into a vacant room and directed him to construct simple examples then solve them. This was all new to the boy, but he went to work with a will and in a few hours reported he had filled the blackboard. I was pleased to find him excited over his work and what he had accomplished by the way of construction. He had drawn a line on the blackboard, marked it off into halves, then subdivided a half into halves, and from this deduced the rule for the reduction of compound fractions. In a few days he triumphed over every difficulty. This gave him a power and confidence not otherwise attainable. Failures with him were things of the past.

In language, the child learns its first accents from its mother. Names of familiar objects are first learned, then words representing their qualities, as form and color; finally the verb, especially the copula; thus: "cake;" later, "cake, good;" and finally, "the cake is good," a full-fledged sentence, all of which is the result of synthesis. When a school boy, I was taught grammar in the usual way, by the parsing of words and the analysis of sentences in the text-book; but I never learned anything about the mechanism of sentences till I began, on my own account, to construct sentences and afterward to examine their mechanism. No one ever did or ever will learn a living language, to the extent of being able to speak it, except by the synthetic method. My own experience with the German confirms me in this. The subject-matter of our text-books on grammar should be so arranged as to require the student to do much in sentence-structure: first, simple sentences, later, complex, and lastly, compound sentences.

In 1868, I visited the then famous normal school at Oswego, New York, under the management of A. E. Sheldon. I had heard so much about the enthusiasm of teachers and pupils there, and of the excellence of the work done, that I thought it worth while to visit this school, four hundred miles away. There I found the synthetic method largely in use. I entered a class-room full of boys engaged in a spelling exercise. The following topics were written on the blackboard: *ou* as heard in thought; *ou* as heard in thou; *ou* as heard in tough; and *ou* as heard in tour. The teacher, a lady full of enthusiasm, stood at the blackboard with crayon in hand and the pupils were engaged in searching for words to be arranged under these heads. The teacher did the writing, but the pupils the thinking. No books or other aids were in sight. They were obliged "to think up the words." In ten or twelve minutes the blackboard was well covered with words, every one of which was the result of synthetic thinking. So earnestly were those boys engaged at their work that I noticed only one turning his head when I entered the room. The synthetic method was used in arithmetic, geography, and language work up to and including the Latin in the High School, with equal success.

It is not my purpose to decry the present methods of instruction in the Ohio schools, but I must be true to my convictions, the result of observation.

During the year 1874, I visited about two hundred schools in Illinois and Missouri, and in but very few did I find the methods of instruction differ from the ordinary, analytic, tread-mill style. No building was required of the pupils. They were narrowly confined to the text-books. The work required of the pupils was seemingly looked upon as a task instead of a pleasure. When such are the conditions, it is easy to tell that something is wrong. What I have said is not a day-dream.

Once upon a time, I observed a venerable looking, well-worn volume on the reading table of a model household. I opened it and read the following, the first passage in the body of the work:

"In the beginning, God created the heaven and the earth." Both

the heaven and the earth must be the result of omnipotent synthetic power.

I once heard Prof. John Ogden say, If you would become thoroughly conversant with a subject, write a book on it. Emerson says, "No invention, no hope."

What would you think of a student of architecture who attempted to learn the art by taking apart instead of constructing buildings? He must first study the nature and strength of the different kinds of materials used in constructing buildings, then the best methods of combining them, and finally he studies symmetry of design. As an artisan, he will become more valuable to community as he increases his ability, his synthetic power to combine materials into useful structures.

Dr. Harris said in a discussion at a National Superintendents' Association at Washington, D. C., "There is another class of pupils who break down habitually at the point of promotion because they lack *synthetic power of mind*, [*Italics my own,*] not because they lack memory and application." This hits the nail squarely on the head, and this every observing superintendent knows to be true from experience. But you ask, "what is to be done to remedy this weakness in the lower section of pupils in our classes?" Reverse the method of instruction from the purely analytic to the synthetic and analytic combined. The first step taken by Elias Howe in his invention of the sewing machine, was to move the eye of the needle from the upper to the lower end. We know the result of this. Require the plodding, dull pupil to invent, construct for himself what he needs in his investigations, and, although this will, for a time, be tedious work for both the teacher and the taught, he will as surely grow with his growth and strengthen with his strength, as you are patient and painstaking as his teacher. One of the last utterances I heard coming from the lips of Dr. Hancock was: "The object of school instruction is largely to give pupils power to think."

I close with the following significant words from Emerson:

"There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better for worse as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given him to till. The power which resides in him is new in nature, and none but he knows what that is which he can do, nor does he know until he has tried."

DISCUSSION.

M. A. YARNELL:—There is a general opinion growing upon us that an inaugural address ought not to be discussed, and the circumstances this morning combine to lead me to inaugurate this custom. As I have not had an opportunity to read this paper, all I can do is to express my own appreciation, and yours perhaps, of its excellence.

F. S. ALLEY:—I was particularly pleased with the inaugural address. It followed a line of thought that so many of us can take home with us; yet I am in the same predicament as my friend who preceded me. One thing that struck me is that the text-book in the hands of the teacher is

insufficient, though never so essential as it is to-day. Our text books were never so good as they are to-day, if I may except a few that have been published under the authority of the State. But they cannot take the place of real reading. They were not made to be read.

Whatever we would have our pupils do they must practice doing. If they are to write they must practice writing, and if reading, then reading. The last remark I heard Dr. Hancock make was this: "Place before the boys and girls plenty of good books, and let them browse among them. Let them select the books they like, and do not attempt to select the books for them."

J. F. LUKENS:—I notice that the writer of this paper found no report of the meeting of the superintendents' section in December, 1888. I carry in my mind two vivid pictures of that meeting. One was the discussion of the frequency of examinations, led by Dr. Henkle. It was to me a very interesting and profitable discussion. The second was a paper by Dr. Hancock on "Truancy." We never have had a discussion on the subject comparable to that paper, and if we had organized then, I doubt not we could have secured legislation which would have done us much good in the last twenty years.

What was said in the second part of the paper presented this morning on synthetical work ought to meet with our most hearty endorsement. We are too apt to follow the analytical methods presented by some of our text books. I see many good schools in which the entire work is synthetical. I think the suggestion of the president ought not to pass without our approval.

H. N. MEERZ:—I believe it is still an open question as to whether the synthetic or analytic process comes first in the development of the faculties. And I am not sure that the pleasure the child derived in pushing over the cob house was not in the act of pushing it over, rather than that it might reconstruct it. I believe the natural boy takes more pleasure in destroying things. Henry Ward Beecher tells of watching some carpenters at work tearing down an old building. He never saw carpenters work so hard as these men did. He said it is natural to men to tear down rather than to build up. I believe that is the case with the child. He naturally takes more pleasure in taking apart than in putting together. The two methods should not be divorced, they should go together, and the very fact that the synthetical is harder, probably, makes it more valuable; for anything that compels one to work produces greater development.

THE EQUIPMENT OF OHIO HIGH SCHOOLS.

BY WILLIAM McK. VANCE.

In order to obtain data for the preparation of this paper, I addressed a circular letter to the principals of about one hundred and twenty-five representative high schools, not including those of the five largest cities, whose standing I thought could be taken for granted. Accompanying this letter, was a blank containing thirty or forty questions to which I

solicited full and explicit answers, hoping to form a correct judgment concerning three things: first, the quality of the teaching force; second, the courses of study, together with the proper appliances for teaching them successfully, as apparatus, libraries, cabinets, etc.; third, the imperative needs of our high schools as a class. I regret that my letter, and the stamped envelope enclosed, failed to awaken the interest hoped for, but true it is that forty percent of them fell by the wayside. Long ere this, the stamp has been carefully soaked from the addressed envelope, and the blank has helped to kindle the morning fire.

It is a trite pedagogical saying that the true teacher is more valuable than his appliances. In my judgment, the best equipment for any school is the teacher who, my Sempronius, not only deserves success, but who also commands it. But how to test the quality of the men and women in charge of our high schools may well prove a poser to any one without exceptional facilities for investigation. You can easily get a man to certify to his successes, but it is against nature for him to confess himself a dismal failure. Neither is the judgment of a community an infallible guide. Many a good teacher has been relegated to the limbo of non-re-election because of good work conscientiously done, but done without the politician's beguiling art; and, on the other hand, some educational charlatans for years have wheedled communities into buying their counterfeited wares. In investigating this point, I have craved the wide acquaintance possessed by a school commissioner, for instance, or by a representative of such firms as Ginn & Co., or the "A. B. C. people." I hope that such representatives, if they be here, and I believe they are, may be admitted to the discussion of this paper, and I trust that purely business considerations may not repress the expression of even unpalatable truths. The best that I could do was to put to each principal a few questions of a *quasi*-personal nature, in the desire to arrive at a more nearly correct judgment than could possibly be obtained from an array of less vital statistics. "Of what college, normal, or other school is principal a graduate? Of what schools are assistants graduates? State any other educational training of principal and assistants. How many years of experience of principal in high school work? Of assistants?" and so on. The returns show that about seventy percent of the principals, and about sixty percent of the assistants are college graduates. But this is a very elastic phrase, and is broader than the mantle of charity itself. It covers all degrees, from Ph. D., won by three years of post-graduate work at the foremost universities, down to the B. L., or M. E. L. of the ladies' seminaries and finishing schools, where diplomas are granted to high school graduates after a year's residence. Indeed, one of my own girls, I speak professionally, found that she had too much Latin, and mathematics, and science, and literature, for the particular school which absorbed her five hundred dollars in fees; but, by taking some dancing, and painting, and Delsarte, she succeeded in passing the time of the senior year, and was graduated at the head of her class.

The alumni of the normal schools fill from twelve to fifteen percent of the principalships, and about five percent of the assistant positions. Only two instances were afforded by the returns, of principals who are

graduates of high schools and of no other schools, though of course there must be many others in the State. But the "sweet girl graduate" fills, or rattles around in, thirty percent of the assistant principalships. This is striking evidence of the home-protection policy pursued by many boards of education. The average experience of the principals in high-school work is nine years, and, curiously, that of the assistants is just half that period.

Fifteen percent of the principals, but only five percent of the assistants, are graduates of no institution. But shall we hastily say that they are only half-educated? This makes us try to realize, with Philip Hamerton, what it is "to be half-educated or three-fourths educated, or seven-eighths educated, and finally what must be that quite perfect state of the man who is whole-educated." What is your unit of measure, my brother,—your own little two-foot rule, or the diameter of the earth's orbit? But these principals without the training of the schools have had a longer average experience than college graduates in high school work, and especially in lower grades. And so, doubtless, they are doing efficient work to-day, though they certainly must realize that they would have gained time, and money, and culture, had they used the savings of their early years, or had even mortgaged the future, for a scholastic training. I am not now lamenting the lack of that education which means the acquisition of knowledge, so much as that which means the development of faculty. And it must be acknowledged that some of these men and women who have worked out their own educational salvation, exhibit a surprising faculty for doing the right thing in the right way. "Pray, Mr. Opie," said a brisk dilettante to the great painter, "what do you mix your colors with?" "With brains, sir," was the gruff but entirely correct reply.

It would be desirable, if it were possible, to take an inventory of the mental furnishing of each principal and assistant; to know the intellectual company that he keeps; to fathom his soul and discover if its depths are filled with noble and generous impulses, or mean and sordid ones; to find out the zealous or perfunctory character of his work; to learn his opportunities for culture and the uses he has made of them; to ascertain whether he has the "hearing ear and the seeing eye;" in brief, to know whether he be an artist or an amateur, a skilled workman or a bungler, in this work of secondary instruction. But, my fellow high-school teacher, you and I will not get this intimate knowledge of each other, until we "get together,"—not in the politician's sense, but in a purely physical one. We doubtless would get together in the former sense on important questions, if only the latter sense were not merely a "consummation devoutly to be wished," but a consummation which has been consummated. An association of Ohio high school and academic principals is desirable for many reasons, not least of which is that it would render possible the composite photograph which I have not been able to secure, although I have pointed my inquisitive Kodak at scores of subjects. I have "pressed the button," but they have failed to "do the rest."

It may be doubted whether the average ability of the high school teachers of Ohio equals that of the same class of teachers of some other

states. I do not speak authoritatively upon this point, but there are several reasons why this may be so. I am not an idolater of the effete east, but, in some respects, the east is more virile than the untamed and languid west. In the first place, they pay more stalwart salaries to their high school principals; and, in many communities, the high school principal is actually classed along with that superior order of intelligence known as the city superintendent. According to the report of the U. S. Commissioner of Education, from fifty to one hundred percent of the high school principals of New York, New Jersey, and the New England states, receive salaries equal to or exceeding the superintendents', and in the rest of the places the discrepancy is slight. Outside of Wisconsin, this state of things exists in less than a dozen cities west and south. Here in Ohio, in the average town, the salaries are so ridiculously small as to afford slight encouragement to first class ability. And hence, the young principal of expanding powers quits a field of work just at a time when he is most capable and most valuable, and rushes into a superintendency because of the extra loaves and fishes. Again, if the salaries of the principals should more nearly approximate those of the superintendents, an element of harmony would be introduced into the relationships of these functionaries, which, in too many instances, is now wanting. If there were an equality of salaries, the superintendent would be more solicitous to secure scholarship and teaching ability in his principal than a truckling disposition, and he would be freed from the jealous suspicion that his subordinate was trying to supplant him. The principal, on the other hand, would have no temptation thus to compromise his professional honor. A manly independence, and yet entirely cordial relations would be maintained, which would inure to the advantage of both.

A second cause of inefficiency in our teaching in Ohio is that we have too much and too many kinds of work. In Massachusetts there is, on an average, one instructor to thirty high school pupils; in Ohio the ratio is one to thirty-nine. It would be hardly fair to conclude that we do thirty percent more work than our Massachusetts brethren,—that, perhaps, would be carrying this percent craze to the verge of acute mania. But it strikingly exhibits a condition of affairs which may well claim our serious thought. It means, first, that we are in the school room more hours than they. It means, further, that many of our number are passing through a *Sturm und Drang* period, wherein they have caught the spirit of a noble unrest with those present conditions which, to use Matthew Arnold's phrase, do not "make for righteousness" in things educational; but they cannot see their way clearly to the use of those better methods in which the time element is a most important consideration, simply because their already multifarious duties exact not only every hour of school time but also an equal number of hours outside of school. The introduction of the laboratory, seminary, and other practical methods in the study of the sciences, history, composition and literature, makes large demands upon the teacher's time, and liberal concessions ought to be made to the teachers of these subjects. Besides a certain amount of leisure, Cicero's "*otium cum dig.*," is essential to the high per-

formance of any kind of work; and hence, fewer recitations of longer periods is an urgent demand from many principals, who realize that thorough work is the only kind that pays. The reiteration of this cry convinces me that many courses of study are burdened with more branches than can be well taught. Teachers, as well as pupils, have their mental limitations. It is not often true that all studies of the curriculum can be taught equally well by the same individual. This objection does not obtain in the high schools of our large cities, where specialists are employed for particular lines of work; but in the average school taught by two teachers, the principal and his assistant are expected to be expert scientists, profound mathematicians, accomplished linguists, and polished literarians. As Artemus Ward said of the Mormon widow who proposed to him [there were seventeen of her], it is the "muchness" of the thing to which we object. The teacher who is thus compelled to tinker with this language and that 'ology, with this science and that art, too commonly becomes a Jack of all educational trades and master of none. His only salvation is the teaching knack, coupled with indefatigable application and perseverance. Usually, however, the natural bent and predilections of the teacher will show themselves, and soon the work takes on—if you will allow me the word, I will say—a unilateral character. If the sciences be especially fascinating to the teacher, we may expect great, and even excessive, prominence given to this subject. His school-room becomes a museum, a cabinet, an aquarium, a laboratory, and his pupils will see more beauty in a chemical equation than in the finest lines of Homer, Virgil, or Shakespeare. Let him, on the other hand, delight himself in "the liquid accents of the Attic tongue," or in

"That soft bastard Latin,
Which melts like kisses from a female mouth,"

and he will scorn science, which in his estimation tends to extinguish all that is warming and expansive in the soul. He protests that its devotees would estimate the hearts of children by a stethoscope, and their brains by an electrometer; that they live in a world where all utilities are measured by centimetres, and where character is estimated by the laws of dynamics. Fortunate, indeed, is that high school teacher with eight recitations per day, with a dozen different studies in the course of a year, whose acquaintance with each is so intimate, whose mental balance is so equably poised, that he can teach all studies of the curriculum with equal zest and efficiency. Such a genius is deserving of the high praise bestowed by Philip of Macedon upon Aristotle, when, at the birth of Alexander, he wrote the philosopher that he thanked the gods not so much that they had given him a son, as that they had given him at a time when Aristotle might be his instructor.

The second point towards which my investigation was directed was the courses of study and the appliances for teaching them. The courses of study have already received some attention in this paper, but I trust you will not construe me as saying that all courses of study are overburdened. My judgments are based on the average school. The tendency to teach too much usually arises from the enthusiasms of the young

teacher of growing powers; and the curriculum, which is remarkable for florid ornamentation, sometimes is the product of the new superintendent, anxious, above all things, to outdo his predecessor, and thus to get to himself a great name. But the "sweet reasonableness" which comes from experience, is slowly but surely correcting the unwisdom of former years. I do not know that the best high schools ever tried to cover the whole realm of human knowledge, but I am sure that there are now fewer than ever which are trying to do this sort of thing by means of text books of "fourteen weeks." The sense of proportion is gradually making itself manifest in our courses of study, though in this respect, much is yet to be desired in the majority of schools. The studies which suffer principally from an inadequate allowance of time, are physics, chemistry, general history, rhetoric and literature. The first two studies named are taught mainly in the old didactic fashion. The experimentation, done almost wholly by the teacher, is meager in amount and of slight educational value. I believe that many teachers delude their pupils and deceive themselves concerning the value of experiments performed in this way. In the pupils there is aroused a feeling of surprise and wonder which too often ends in mystification, instead of a clear understanding of the principles involved. In these sciences, a good deal of the knowledge must come through the fingers' ends. The pupil must touch, and handle, and do, if he would know the subject and not simply something about it. A teacher may as well expect a boy who has learned the rule but who has never solved a problem, to understand cube root, as to expect a pupil to grasp Archimedes' principle without his doing an experiment in specific gravity, or to understand valency without his solving a chemical equation. Scientific instruction is successful just so far as it begets the scientific spirit and habit which seeks the cause of every consequence, and repudiates all half-learned, half-understood, formal statement.

There are two reasons why science teaching in the high schools of Ohio is less effective than it ought to be. First, there is a very general lack of thorough preparation on the part of the teachers for the work in hand. The classics so overshadow the sciences in our western colleges that few men who take their B. A.—and they, more than the bachelors of science or philosophy, man our schools—acquire that love for the subject which is absolutely essential to the successful teacher of science. He must possess an unflinching faith in the scientific method, and a generous enthusiasm which will enable him to convert ignorant opposition into intelligent and appreciative support. He must have that intimate knowledge of the subject which will sustain him in the estimation of his pupils when he finds it necessary to prune and graft an ill-made text book, for most pupils have a feeling akin to reverence for whatever they see in a book. He must be able to eradicate their false ideas of learning a science, to teach them to observe, to think, to generalize, and to record their observations and conclusions in lucid and exact phrase. These are some of the qualifications fundamental to the success of the science teacher, and their lack is poorly compensated by fine laboratories and costly apparatus. But secondly, the fine laboratory and costly ap-

paratus are the infrequent exception and not the rule. Schools are now very well fitted for teaching physiology, but this is the only subject for which there is anything like an adequate equipment. Most high schools now have mannikins or charts and a few bones, but many yet need a good microscope and an articulated skeleton. Often the village doctor, usually a kindly soul, temporarily supplies these much needed adjuncts which ought to become the property of every school. But the physical and chemical laboratories are, in the main, ill-furnished. The former is usually better than the latter, but too often it is filled with apparatus intended to divert and amuse, rather than to instruct. There are balancing horses, and exploding pistols, and dancing images, and Cartesian divers, and paper balloons, and electrical fireworks,—a regular scientific “gimcrackery”; but there is a sad lack of Atwood’s machines, and tubes for Mariotte’s law, and tangent galvanometers, and rheostats, and dynamos, and all apparatus the use of which signifies skill on the part of the teacher and work on the part of the pupil.

I am convinced that more than half the teaching done in chemistry is a farce. There are perhaps a score of places where laboratories are fitted up for individual work by the pupils, and where the school libraries contain a goodly number of manuals and other reference books, both on this subject and its ally, physics. It would be a pleasure, and perhaps a profit, to mention them in this presence, in order that the principal who is perplexed and dissatisfied with his work, in this department, might know where to turn for help and inspiration. The leaven of the laboratory method is working, and when it shall have permeated all our secondary schools, then, and not till then, will the sciences take rank with the languages and mathematics as a means for producing a high order of mental training and development.

I find that general history is mainly taught by the didactic method, but here and there is a principal who is intelligently directing his pupils to original sources of information and encouraging them to investigate for themselves, and, in a sense, to make their own histories. This plan is not practicable in most places because of the absence of adequate libraries, both school and public. But wherever the seminary method has been tried, the principal is enthusiastic over its results. I have used it in but one recitation per week,—that of Monday. The quickened enthusiasm of the pupils, the joy which they found in discovery, and the permanency of the knowledge thus gained, more than compensated for the extra work on my part. This plan has converted the proverbial “blue Monday” into the brightest day of the week for the history class.

“Of all those arts in which the wise excel,
Nature’s chief masterpiece is writing well.”

In this land where every man and every woman may champion a cause, and where both may be called to represent their associates in deliberative bodies, it is of grave importance that the pupil be early taught to deliver his sentiments fluently and effectively. This power ought to be developed in the pupil without even expecting that it will sometimes enable him “the applause of listening senates to command,” but simply to give him that mastery of the forms of speech which will

be of eminent service to him in the lowliest vocation. And yet, as Bishop Thompson once said, "when these arts shall be more generally taught, the counsels of wisdom will be less often overwhelmed by the declamations of imbecility." But I am grieved to say that my investigation shows that no branch of high school work is more commonly ignored. In answer to my questions, "What prominence is given to the study of English? What is the kind and amount of rhetorical work?" about half of the letters report such statements as the following: "Very little;" "Not so much as it deserves;" "No provision for English in the classical course;" "Oratorical exercises recently omitted altogether by action of the board."

The mere memorizing of a text-book on rhetoric is of little value. The secret of success in composition is practice, constant, earnest practice,—not for a single term in the junior year, as some schools report, but for every term in every year throughout the high school course. As soon as one new principle is learned, the pupil should be set to work to construct something of his own in accordance with that principle, and to do this repeatedly, until the correct form becomes a habit. Rhetoric has not been successfully taught unless, by the time the pupil has finished the course, he considers it a no greater task to prepare a paper upon any subject assigned than to learn a lesson of five or six pages in a text-book. True, most high schools continue the customary Friday afternoon exercises, but I happen to know that too often in this work, each pupil is a law unto himself, making and reciting his own selections, unaided by the superior judgment and experience of the teacher. The essays and orations, so called, too frequently are biographies of Washington, Franklin and Lincoln, copied verbatim from some history; scientific discussions on stars, atmosphere, metals and pearls, taken from an encyclopedia; learned disquisitions on Prohibition, Nihilism in Russia, Anarchy in America, which happened to appear a few days before in the columns of the family newspaper; while, by far the greater number are discourses upon abstractions, such as Beauty, Truth, Energy, Ambition, Hope, Eternity, which are simply crazy quilts of erudition with patches from Ruskin, Macaulay, Emerson, and Lowell, with here and there a stray stitch from Homer, Plato and Bacon. In this work, the subject chosen should always be reported to the teacher before the paper is written, in order that it may be changed, if advisable. Abstract subjects should seldom be allowed, and then only to pupils whose inventive genius is well known. Papers should always be corrected before they are read to the school, and any work which evidently is not original with the writer should invariably be handed back to be replaced by another production. Teach the pupil, above everything else, that to write a composition means simply to write, in his own words, what he himself knows, and what he himself thinks.

I am glad to see that in the majority of our high schools the teaching of English and American authors is gradually but steadily emerging from the Dark Ages of the old biographical method into the Renaissance of intelligent reading and critical analysis. I think that there are now few teachers so conservative as not to realize that to study literature is

to familiarize one's self with the works of an author rather than the dates of his birth, marriage and death. But here again, the true teacher feels most keenly the want of time and the lack of necessary books. While it is pleasant to record that many schools are furnished with well selected libraries, and many others have the nucleus of such, a careful examination of all means at my disposal compels the statement that the library of the average school, if there be one at all, is a very sorry affair.

I find that my "thirdly," the imperative needs of our high schools, has already been developed in my "firstly" and "secondly," excepting a single point, and that, perhaps, the most important, namely: Our high schools need pupils who are better prepared. This was the burden of the cry from three-fourths of my correspondents, and I am glad that we are to have it ably discussed at this meeting by my brother of the Columbus High School. The second demand is better teaching ability. My blanks, in nearly all cases, were filled by principals, and they wrote after this query, "better assistants." Had the assistants had the opportunity, I fancy that many would have written, "better principals." Third, our schools need scientific methods. This need is supplemented by the demand for better libraries and more apparatus. Fourth, a higher recognition of the importance of English, and better provision for teaching it. I quote a correspondent: "We need a well systematized plan for teaching original composition in all the grades, culminating in the high school." Fifth, more time at the disposal of the teacher, either by having a larger teaching force or a more limited curriculum. One principal, who, unaided and alone, has been heroically struggling with a three years' course, writes that he wants "an assistant, or at least, an Irishman with a club." Sixth, a higher appreciation on the part of the community of the service which the high school is rendering. It is desired that this be manifested by parents' keeping their children in school and giving the teachers their cordial support, rather than by the general sentiment of pride usually felt by a community over its high school.

Fellow high school teachers, I am not a pessimist. My physical constitution does not admit of it. Neither do I care to pose as "a Daniel come to judgment." I have simply acted as a spokesman for many of you. Your ideas and judgments may, perhaps, have received some coloring from my interpretation, which, however, I have endeavored to make in a dispassionate and judicial manner. To those who so kindly aided me in my research, I return hearty thanks, and I venture to express the hope that the facts herein set forth may prove suggestive and helpful to many toilers in our particular field of work.

DISCUSSION.

W. R. MALONE:—The writer of the paper has certainly given us some very valuable data. He has gotten clearly at the facts and is certainly entitled to much credit. He has shown by facts and figures that Ohio high schools are not what they ought to be, and he has shown wherein they are deficient. I could hardly hope to refute, or to add anything to, what he has said.

Of the fact that Ohio high schools do not receive the consideration from superintendents and boards of education, who have charge of the entire range of instruction, I am thoroughly convinced by experience and inquiries of my own. The quality of instruction in most of our high schools will not compare favorably with the quality of instruction in many of the lower grades. The fact is, no such effort is put forth for improvement in methods of instruction in our high schools as is being made in the lower grades. It is true that within recent years a positive impulse has been given in the way of educational reform, but it is largely confined to the lower grades. I am glad it has been so, but it should now go on into the high school department.

I take it that we do not have to contend for the high school idea in this discussion. The high school has come to stay. The effort should now be to perfect it. A year ago, at our Lakeside meeting, Dr. White reported for the committee on high school and college adjustment and improved courses of study. This report was highly approved at the time. It certainly needs no commendation from me. It is one beacon light towards which we ought to move.

It is known to all of us that very few high schools meet the requirements for admission to the Freshman class of our best colleges. But aside from study requirements, there is much that is lacking in the methods and means employed for bringing the knowledge to the minds of those we teach. It has been brought out that we are poorly equipped in our high schools for the study of English, and for teaching physics and chemistry. We need libraries, we need laboratories, but we need also teachers who know how to use libraries, and who know how to oversee and direct the work of the laboratory. As Dr. Hinsdale used to say to us, "There are teachers, and there are teachers." It is true, as the philosophic souls who instruct in our institutes would say, "we learn to do by doing," but here is a distinction lying in the words of one who wrote before the days of public schools, "If to do were as easy as to know what were best to do, chapels were churches and poor men's cottages princes' houses." We need teachers who not only know what to do, but will actually do after they know how. Intelligent animated teachers are as much needed as inanimate equipment. If stress is to be laid on one or the other, it certainly must be on the teacher.

DR. ALSTON ELLIS:—We cannot measure the amount of high school influence by the amount of educational ability represented by the high school principals of Ohio. We have a different system from that represented in the East. In Ohio, the superintendent is in a majority of cases the principal of the high school. He brings to this usually a wide experience and training, and so when we attempt to count up the amount of educational influence that we have in the high school, this element must not be omitted from our calculation.

I wish to refer briefly to the point in the paper advocating an equality of salary between superintendent and high school principal, that thereby the jealousy existing between the superintendent and his first lieutenant might be obviated. That does not prove any thing. If that is the true policy, then the first assistant ought to have his salary built up in order

that he might be more faithful, and so on. You can carry that out through the whole line of school work. Underneath that whole thing is simply a question of professional ethics. If a man is a dishonest man he will attempt to supplant his superior in any position in which he may be placed, and it is always the highest sagacity on the part of the superintendent, under such circumstances, to keep his official head safe on his shoulders, while he puts the ax of decapitation upon the necks of those who would aspire to his position. It is the old question of ethics. The board of education should at once sever the relations existing between any superintendent and his assistant, when the assistant cannot work in harmony with his superintendent. It is not a question as to whether the superintendent is a better man than his subordinate, but he has been elected to this position, and any man or woman who accepts a position, knowing that this man is to be at the head of the system, owes to him fair and honest dealing.

Another thing is the over-crowded condition of high school work. I think that is true. I have an idea that when we expect from pupils about three solid recitations a day, with such work as ought to be done in English, in music, and in drawing, we are requiring enough. We should spend time enough on a subject to develop something of power on that subject on the part of the pupil. Fourteen weeks' courses or any other short cut to knowledge should be discouraged.

Another objection was that pupils coming up from the lower grades are not properly prepared; and so when they come to college the complaint is that they are not properly prepared for college. As long as human nature continues as it is we shall never be properly prepared for any line of work whatever. If any distinction should be made, the best work will be found in the primary schools. The whole question resolves itself into honest fair dealing on the part of the teacher, a lessening of the work if the work is too severe, and the selection of such studies as can be taught with most success by the teaching force, and in connection with this have all the help you can get. The higher the salary, as a rule, the better talent you can get; and we need the very best possible talent, not only in the high school but all along the line from the lowest primary to the high school.

H. M. PARKER:—I would like to say a word upon the phase of the question that Dr. Ellis last touched upon. We have in the State about 500 high schools, many of them in villages where there are from three to five rooms, and they arrange a high school course of from three to four years, in which all the classes must be taught by one teacher, the superintendent of schools. It would seem wiser to have a shorter course of study and devote more time to the branches taught. Would it not be well for high school teachers to take this matter into account, and perhaps have a committee appointed to consider the question as to these village schools. I know of teachers who have twenty classes daily. It seems to me a two years' course for such places as these would be better than three or four where there is only one teacher. If a judicious committee were to prepare a suitable course of study for such villages, it

would be of great benefit to boards of education and young superintendents in such places.

We are trying to put too much in our high-school courses; and the colleges are making a mistake in demanding additional preparation for admission to the Freshman class. It is the fault of the age, the demand of the times, and not wholly the fault of superintendents and teachers. I do not believe there is a superintendent or high school teacher here to-day who, if he had the opportunity, would not reduce the course of study. A suggestive course of study for two years, for three years, and for four years, might be of great benefit to a large number of the high schools of the State.

SEBASTIAN THOMAS:—I think another trouble with the high school is that it is not a thing complete in itself; it is too much a preparatory school. We are too modest in regard to the high school. We have been spoken to by the colleges, and we have thought every boy and every girl must go through college in order to be educated. We ought to maintain this, that we are the servants of the state and every high school is complete in itself. Our work ought to be thoroughly done without looking forward or backward, without any fringes at either end. We ought to have a course of study and we ought to follow it, no matter whether Harvard or Ohio State University or Athens calls to us. I would like very much to see a committee called together to make out a course of study for the smaller towns. There is want of agreement. Some schools have three courses of study, some have four or five, and all sorts of studies. Some high schools are even teaching the baking of pies.

J. F. LUKENS:—I would call attention to two points presented in the paper. First, the question of over-crowding in the smaller high schools. I think this can be remedied by employing the cycle plan in certain lines of work. It has been tried with good results in high schools numbering 40 or 50 pupils. All the pupils, for example, study physics this year, and all take chemistry next year. By this method time is gained. The second question is the teaching of English. The equipment which the high schools in the smaller cities and villages need most is men and women who can speak and write English. That is the great and long felt want. We need the ability so to organize the work as to utilize the time gained by the cycle method. I visit high schools occasionally where I find pupils required daily to write exercises in ten minutes which are at once to be read. I visit schools which require pupils daily to rise and talk upon subjects pertaining to literature and rhetoric for five minutes. Now, if our teachers can themselves talk English and write English, they can organize this work and teach English in the best way.

I wish to commend the virility of the entire essay from the first line to the last.

J. P. GORDY:—I find myself asking what shall be done to remedy the defects that have been spoken of. I wish to emphasize to the utmost of my ability some remarks that have already been made in regard to the over-crowded condition of the high schools. Teach few subjects

and teach them well. I do protest with all the emphasis at my command against this practice of teaching half a dozen subjects and getting only a smattering of each. I would rather teach one subject and teach it well. To teach history well I would teach it not by merely memorizing facts and dates but would teach pupils to understand the great underlying principles. I would rather teach pupils in chemistry to perform some one experiment well themselves than to see me perform fifteen or twenty or thirty.

What I wish specially to call attention to is another matter. I read an article within a week, written by a learned doctor of the University of Edinboro, contrasting the methods in primary education and the methods in secondary, and to the advantage of the former. We shall do no good to call attention to this matter unless we get at the source of the difficulty. If we are to improve the methods in our high schools and in our colleges, we must improve the teachers who are there; and if we improve the teachers, we must improve the institutions that make the teachers. How are we to have better high school teachers and better professors in colleges as long as we make no attempt to improve the institutions that make those teachers? As long as we have no normal schools, as long as we send young men and young women without preparation to undertake that most difficult of all tasks, just such results will follow as we have seen. Why does not this Association undertake something, and induce the colleges of the State of Ohio to give their students a chance to make a study of education as a science, as a philosophy? Why does not this Association petition the trustees of those institutions to establish departments of pedagogy. If a dozen or fifteen of the best colleges in the State of Ohio were to establish departments of pedagogy, there would be a wonderful improvement in the high schools and in the colleges of this State in a very short time. We should have first-class normal schools throughout the State. We want to get the Legislature to make an appropriation to found normal schools in this State. If we use our influence in this direction and get a change made in the institutions that make teachers, then we shall get at the source, we shall begin at the beginning, we shall talk where our talk will be effective. We never shall have libraries in our schools until the people of the State of Ohio realize the need of them, and they will appreciate this want only when our colleges and normal schools will have sent out a body of teachers who will compel them by their deeds to realize the need of them.

DULLARDS AND INCURRIGIBLES.

BY C. L. VAN CLEVE.

Some one has said that if mankind could agree in definitions all misunderstandings would cease, and conversation be reduced to its simplest elements. I am asked to discuss a question which comprehends within itself all the perplexities of our business; for I presume no one who attempts to teach is much concerned about the bright, obedient pupils.

If we take the incorrigible by strict definition there are two admirable ways in which to dispose of him—kill him or incarcerate him. The state does both. But I presume the committee did not conceive me to be a purist, and conjectured that I might say something of profit to you relative to the dull fellow, and him who annoys us continually by disobedience, whom we loosely call incorrigible.

In a recent pamphlet Dr. Harris, National Commissioner of Education, enforces the opinion, now so popular, that the incorrigible, the criminal, is a weakling, lacking in individuality and self-respect, and in reference to the reform of such he says :

"The reformatory movement does right in studying with painstaking minuteness the physical conditions of criminality. Heredity and home nurture, the physiological status, the effects of gymnastics, labor, dietary, military discipline—by attention to these, the factor of fate or destiny which enters the consciousness as a source or spring of motives to action may be modified and the free moral will of the soul assisted in overcoming it and putting it down permanently."

The attention of the teacher as well as that of the sociologist must be more closely directed, then, to these very elements of insubordination, matters which lie largely beyond the direct scope of school influence, but which so disastrously affect the pupil when he comes under our care.

The corner-stone of the public-school edifice is obedience, and in every way that principle must be indoctrinated. The insubordinate must feel the force of it as well as the obedient, and all alike, in coming under the influence of properly enforced law, are consciously or unconsciously benefitted.

The philosophy of school discipline is all comprehended in the masterful teacher, and the method of its operation is as various as the individual himself. Tact, enthusiasm, consecration, courage, persistence, resolution, action,—all are shibboleths to the educational Gileadites; and it is not possible for me, nor perhaps for any one, to prescribe a nostrum for the weak teacher who is confronted daily by that "terrible boy." There were many generals who, to newspaper tacticians and statesmen, were competent to crush the Rebellion, but there came but one Grant, of whom it has been said: "To courage he added persistence; to persistence, reticence; to reticence, resolution; to resolution, action." Every teacher with his in subordinates must be his own Grant.

At the bottom of this question of what we shall do with our dullards and incorrigibles, is the public clamor for practical education,—that something which has the Midas touch, which no man has discovered, but to which the wise men who discourse to us so learnedly on "What shall the public schools teach?" are very sure they have pointed the way.

A close view of this problem of practical education and a superficial one will bring us to very different conclusions, but the great public who hold the purse strings do the careless looking while the few look with critical eye. If we could bring our constituency around to our ways of thinking, many of our knottiest problems would be solved; but just so long as the "dear public" demands that children short and long shall be brought to measure the same inches intellectually, so long will our dullards and their twin incorrigibles exist in such numbers as to vex us.

Dr. Coulter, of the Indiana State University, recently said in a public address:

"But 'practical education' is now the thing. The days of sentiment, of romance, of impracticable notions, are past, and that most unsentimental thing, science, has induced people to ask those dreadful questions, 'What is it for?' 'What good will it do?' 'Can we make any use of it?' As well reason with the wind and argue with the whirlwind as attempt to prove anything to persons who could ask such questions. In these days, every study pursued is looked upon like so much real estate, that can be sold or mortgaged as occasion may demand; that something can be made out of it, and this something, freely translated, means money."

To my thinking, there are three causes for the prevalence of dullards in our public schools: inherent stupidity of the child, a vicious method of instruction, and an indiscriminating teacher. In this classification, you see, two-thirds of the difficulty lies outside the child, and I purpose showing that the fraction may still be increased, though I do not presume to reason the dullard out of existence.

Is there an intellectual aristocracy, as some would have us believe, a select class who by divine right are to rule, while the rest of us are fore-ordained to obey? Perhaps so, but the question of determining who belong to this favored class is as difficult as it is to fix the metes and bounds of discrimination in the social world. "A man's a man for a' that" holds true in intellectual as well as in social concerns, and he that would choose the members of the brainy 400 will make himself as ridiculous as MacAlister has become in the eyes of cultivated Americans.

Teachers are too ready to utter an *ipse dixit* on the dullard; that is perhaps the inevitable tendency of our business, since lack of assertion is the unpardonable sin in the pedagogue, but we have all been mortified, have we not? to find our hastily expressed opinion on some slow fellow reversed when, in the higher court of active extra-school life, the immaturity of early years has expanded into a breadth of intelligence and intellectual acumen of which we did not dream? There are Adam Clarkes in our schools to-day whose strong minds have been stung into vigorous action by our inconsiderate judgment, but there are others whose feeble wills have been prostrated by our foolish condemnations. Ought we not to discriminate more closely? Shall we continue to make dullness the most heinous offense against school-law?

Another cause, prolific of dullards, is our overloaded courses of study. It is idle to deny that in the effort to provide a complete education at public expense we have over-reached ourselves, and the criticism against us on this matter is not without reason. It is worse than useless to waste our energies in trying to fasten the responsibility for this state of affairs upon some luckless class of enthusiasts, for our whole strength will be needed to answer the more pertinent inquiry, What are we going to do about it? In this, as in every other crisis, the teachers themselves must work out the correct solution, and my faith comprehends an early settlement of this vexatious problem.

Some of the ablest men in the teaching fraternity have been working on this question, and the slowly maturing judgment of the best of them, reinforced by the experience of the great mass of us, is that in

our impatience to turn out a completed intellectual product we have forgotten that our pupils possess other faculties than memory. It has been asserted, and I think with sufficient accuracy, that three-fourths of the energy of our pupils is expended on exercises purely memoriter in their nature.

President Eliot delivered an address last year before the Massachusetts State Teachers' Association, in which he makes the severest arraignment of the public schools which it has been my disgust to come upon. He says :

"And one of the first things we want to know when we come to examine the grammar school system in this country is, What is done in the grammar school? And I must confess that that is more than anybody can find out in this country. I have tried faithfully to get what may be called a fair idea of what is accomplished by a boy or girl in a fair sample of the American grammar school. I will defy anybody to ascertain what that is."

Such extravagance coming from this source does little to bring a hopeful aspect to the appearance of this problem. I believe that the times call for common school text-books to be rewritten, in arithmetic and geography particularly. I say nothing of English grammar, knowing that some of you believe a teachable book on that subject to belong to the long category of lost arts. There can scarce be anything more stupid than the way we teach geography, a study of all others to arouse the flagging interest of the dullard, substituting as we do memory for observation, cataloguing states and rivers and mountains and capes and cities rather than cultivating the intelligent observation of nature, be it ever so elementary.

The time we waste in arithmetic on proportions, analyses in compound proportion, difficult combinations in compound denominate numbers, and what not, if properly expended, would do much to wipe out the reproach that children to-day cannot compare with those of a generation ago in this department of knowledge, when the acme of every boy's ambition was to "cipher through the book."

Dr. Coulter, in the same address from which I quoted a while ago, with graphic pen draws the contrast between the stultifying memoriter teaching and the philosophical and life-imparting, in these eloquent words :

"From the valley of Fabyan's, in a comfortable seat upon a broad veranda, one looks out upon the noble forms of Mt. Washington and its associates, with their rugged sides and dark forests, their heads up among the clouds, and the glory of sunlight over it all. The mountains look peaceful, the cloud seems to rest like a filmy veil about the summits, and so your impression of mountain and cloud is made, something that a glance can take in, and then you turn to some other view. But wait! Suppose, with staff in hand and muscles trained, you begin to climb. At first the way is smooth enough; but soon the road is steep and rough, the rocks are wilder, the forest darkens, and the breath quickens as muscles begin to feel the strain of effort. Higher and higher you push along the toilsome way. Will it never end? Are the rocks and the forest and the steep ascent endless? Up, up, till the breath is gone, the muscles quiver, the brain throbs, and you sink upon some deep couch of moss to rest. Glancing downward, the world lies at your feet; fields, plains, valleys, mountains, stretch out in endless succession, and

such a view, such thoughts as enter you then, were never yours before. But still there is height above, and throbbing heart, and straining muscles, and the steep, rough road are yours again, as you press up, up, up; until, at last, the moment comes when your feet are on the loftiest summit. The wild desolation of ruin is everywhere, a blinding, driving mist storms wildly all about you, and you are dazed with the ceaseless din. You are alone in awful solitude, a pigmy in the presence of tremendous size and force; your own littleness settles down upon you; the greatness and majesty of nature fill your soul; and then, suddenly, the mist is torn aside, and you get a glimpse of a vision that no art can portray, no tongue of man describe, a glimpse of far-off lands and cloudless skies. Which is education in mountain and cloud, the lazy on-looking from the porch, or that of the long, rough road, the driving mist, and the vision?"

In a thoughtful paper on "What shall we do with our bright boys?" read before the Central Ohio Teachers' Association, in 1884, our dear old friend Dr. Hancock said, relative to this question of complicated courses of study :

"I am persuaded that condensation may also be carried up into the high school with profit; but neither your time nor my purpose permits me to point out further special changes. Were such a concentration made in our courses of study as is here hinted at, I have no hesitancy in declaring that at least two school years might be saved to the average scholar who goes through the whole public school course, and for the bright pupil, from three to five years."

From a reasonably extended experience and observation I am persuaded that the terms incurrigible and dullard are largely relative. This is particularly true of the latter class. I have known pupils who seemed to belong to the predestined corps of hewers of wood and drawers of water, within a year regraded into a more hopeful classification by a change of teachers. You will agree with me, I doubt not, in the statement that with the skillful, masterful teacher incurrigibles largely disappear, and dullards acquire a quicker mental pace. For the solution of this question we need more consecration upon the part of the teaching force.

I once read a thoughtful essay on "The Cost of a Cultivated Man," which began thus: "Each *bon mot*," says Goethe, 'has cost me a purse of gold; half a million of my own money; the fortune I inherited, my salary, and the large income derived from my writings for fifty years back, have been expended to instruct me in what I know.'" He is not endowed with wisdom who does not know that that which makes man powerful is what he possesses in common with men, not that in which he differs from them; and he who would become a great teacher must realize as fully as his nature will permit the immense debt which he owes to the past, and rightly appreciating his own obligation he will the more skillfully bend his energies to impart some measure of the power he has thus acquired to those entrusted to him. The mind grows bewildered and the heart faint when we pause to contemplate our inheritance. Is he not a recreant who would condemn to the limbo of mental inferiority a fellow-heir to this limitless treasure?

We err, I think, in the rigid classification of our schools by which we put a premium on mediocrity. We have permitted ourselves, I fear, to paraphrase the time-worn maxim upon which the graded system is

founded, "The greatest good to the greatest number," into "The average of good to the few in number." I have not a great deal of sympathy with those who decry our elaborate graded system, and assert that the old-fashioned free-and-easy educational go-as-you-please of a generation since made stronger men and women than we can hope to send forth, but I have just this much appreciation of their strictures to believe that in the final solution of this question, "What shall we do with our dullards?" which is but another way of asking, "What shall we do with our bright boys?" we must borrow a suggestion from the days of the log school-house and the quill pen.

A radical change must be made in our methods of promotion. The boy of slow mind must no longer be harassed and hectored into a supposititious equality with his companion of quicker brain, and the latter must not be prevented from making use of his five talents to accommodate him of the one talent. I believe that our present plans are injurious to both the bright pupil and the dull one.

Dr. Eliot says pertinently:

"As I have lately been over the course of instruction in this average grammar school, read its readers, worked its sums, read its geographies and its books on manners, it has seemed to me that the characteristic of the teaching as developed through those books, if not enlightened by the personality of the teacher, is dullness, a lack of human interest, and I should add to that a lack of the growing sense of power in the child. Nothing is so fatiguing as hopelessness—the feeling that, do your best, you cannot succeed. Now, that is the condition of too many children in American schools—a chronic condition—not the condition for half an hour, but a chronic condition day after day and month after month. If we can make our work interesting, we shall, in my opinion, greatly diminish the stress which is now felt by the children.

"There is nothing on earth more depressing and degrading on the whole than a hopeless contest, than the sense that day after day and year after year a child is at the foot of the class or nearly at the foot of the class, has not much expectation of promotion, and cannot get on. We must not imagine that in attempting to further the interests of the superior children we should fail to further the interests of the inferior. We should do both."

How shall these promotions be made, these by which the dull may not be depressed nor the bright be unduly restrained? I answer, so long as political influence more than scholarship and adaptability secures recruits to our force it cannot be accomplished. Neither can it be secured in a school where each teacher has from 40 to 60 pupils; but the slowly maturing conviction of the people will bring it to pass that the numbers under any one's instruction will be small enough to accommodate the most elastic method of advancement of our pupils, and supervisory officers will acquire sufficient influence largely to determine who shall be their subordinates. In other words, I am optimist enough to believe that the time will come when a public school superintendent will have as much power as the foreman of a department of a manufacturing establishment.

Will the ultimate result of such a system of gradation bring to pass the German absurdity of a separate school for dullards? I think not. The increased intelligence, efficiency and consecration of the coming

teacher will in large measure restrict the size of the class of dullards, the wise system of promotion will stimulate the few who are poorly endowed by nature, and the revision of text-books added to condensation of our courses of study, will be helpful in doing away with the senseless marking of time with which we now are in a considerable degree engaged.

We have not been attacking this question with spirit enough. We are expending our energies, I fear, in misdirected efforts for legislation which shall bring to pass that which our enthusiasm for our business ought to compass. All our strength must be devoted to becoming better teachers, aglow with the divine spirit of doing our best to serve and help.

With courage and persistence let us in our treatment of the slow-thinking intelligences under our care be patient, confident that we shall be neither barren nor unfruitful if we endure. Goethe once observed: "Man is not born to solve the problem of the universe, but to find out what he has to do, and to restrain himself within the limits of his power of comprehension." Let us return from this meeting stronger in the faith that we have a work to do which we can do, and with heroic spirit let us face the dullard and incurrigible as if we meant to help, not hinder, fully knowing that to the consecrated minister the salary he receives is the least powerful motive which actuates him to noble endeavor, so likewise with us, dollars do not measure our worth.

It is said that a skillful cook in the family of the Vanderbilts receives \$6,000 a year, more than the president of Harvard University; but I am sure that the noble calling in which we are engaged is none the less inspiring on this account, and if we are worthy, the monetary consideration which is well-nigh all-powerful will weigh less and less, when we consider the mighty tasks we have to do and the lofty spirit with which we must be inspired in doing them.

Forego the hope of gain if you would be a great teacher. Do you not recall the experience of Gil Blas, who, when choosing teachers for the adopted son of Count d' Olivarez, held converse with a celebrated dancing master. "How much do you take per month?" said Gil Blas. "Four double pistoles a month," answered he, "is the current price; and I give but two lessons a week." "Four doubloons a month!" cried Gil Blas. "That is a great deal." "How a great deal?" replied he, with astonishment. "A great deal! Why, you would give a pistole a month to his master of philosophy."

DISCUSSION.

H. N. MERTZ:—I wish to speak of the complaint referred to in the paper that the courses of study and methods of teaching and the general system of graded schools tend to suppress originality and the ability to think, and accordingly, the longer a boy goes to school the less he is fitted for the work of life. I do not believe that. I believe it would be a blessing if we could keep all boys and girls in school until they have completed the public school course, and I believe that an examination of the work that the graduates of the high schools are doing would prove this. It is a favorite practice with people who were educated half a century or more ago to compare what the boys of 25 have accomplish-

ed with what the men of 50 and 75 have accomplished. I know a high school many of whose members have taken positions in business, and they are most successful. Others as lawyers and ministers are succeeding well with their work, and comparing favorably with any who were turned out 25 years ago.

It was said that Vanderbilt's cook gets \$6000 a year, more than is paid the president of Harvard. If the president of Harvard college is utterly unable to find out what the grammar schools are doing, and if Vanderbilt's cook can get up a good meal, is not each receiving about what he ought to receive?

R. H. HOLBROOK:—I believe my friend who read the paper will hardly indulge me in any terms of flattery, but I cannot let the moment pass without expressing my interest in and appreciation of the paper, by reason of the spirit which characterized it from beginning to end. We are so accustomed to vent our spleen *ad libitum* when we come to discuss the dullard and incorrigible, that I was afraid my friend would do the same thing here. On the other hand, he treated the dullard from a very different stand-point. He placed the question where it properly belongs, outside the mere domain of intellect and brought it within the realm of sensibility and will. We are so accustomed to narrow our field of activity to the mere question of intellect, and to feel that if a child does not know,—if his representative faculties, his reflective faculties, do not attain to a high mark, that we are failing utterly. The paper properly maintains that the mind is not intellect merely. The dullard may have sensitiveness to the different motives of life that bear infinitely more on life than do the more intellectual qualities; and oftentimes if we will transfer the dullard from the mere realm of the intellect to that of sensibility, that of the motive, we will find there is something to hope for. There may be the power to do, the power to carry into action, the expression of knowledge, even though there may not be great intellectual prowess. The paper has been to me an inspiration in that it has taken me beyond the intellectual tread-mill and has brought more vividly to my mind those other infinite, ever-active energies of the mind that appeal to the sentiments, and has awakened within me a new hope for the dullard and the incorrigible in the school.

Taking up the question of synthesis, discussed in another paper, permit me to say that there never was a synthesis without an analysis. Both are essential. We must be careful how we look upon only one side of a question. We must let our minds enlarge and become liberal enough to grasp all sides. Not analysis alone, nor synthesis alone, but both of them, each in its proper place.

E. B. COX:—I am very much interested in the question of gradation, touched upon in the paper. I would like to have some of these gentlemen give us their experience in this line. I am a very firm believer in the idea that this question rests upon the teacher, and that with a good teacher we have very nearly solved the problem. But the selection of the teacher and all these factors that enter into the question must be considered. It is a nice thing to get up and make a flowery speech, like my friend here, and talk about the sensibilities and all these things, but come down to the real thing, and tell us how you do it.

**ARE THE PUBLIC SCHOOLS ACCOMPLISHING THE
WORK THE PEOPLE HAVE A RIGHT TO EXPECT?**

[The paper on this subject by Sup't Morgan, of Cincinnati, was not furnished for publication.—EDITOR.]

DISCUSSION.

F. TREUDLEY.—The question as to whether the public schools are meeting the legitimate demands of the people appears to me to resolve itself into two considerations, viz.:

1. To what extent do they and must they represent and reflect the general life and civilization amidst which they exist and upon whose forces they are dependent and by which they are affected and modified?

2. To what extent are they independent of this life and capable, by forming and realizing ideals, to lift themselves up into the spiritual life which moves on less affected by external surroundings?

These considerations can not be rightly discussed by taking into account only those that are gathered here, for you are but a few of the great number who constitute the teaching force of this State. Nor can we discuss them from the standpoint of the idealist, for this is in cloud-land, in that golden age of life when mothers abound having the faith and strength of Monnica, the mother of Augustine; where fathers live, capable of writing such letters as came from the hand of Cicero to his son Manlius; where teachers abound, having the heart of a Pestalozzi, the intellect of a Sir Wm. Hamilton and the eloquence of a Horace Mann; where statesmanship clearly understands that the germs of greatest power are in enactments that form instead of reform, that construct the good rather than destroy the bad, and that recognize the fact that laws which protect and strengthen such institutions as the homes of the land and increase and extend the privileges of the schools, are those which come most nearly to insuring citizenship of the noblest type and to mature life, happiness and prosperity.

We are not to consider ideal conditions but real. It is only once in a generation that a spirit like that of John Frederick Oberlin descends upon a wild and desolate community of desperate and sadden souls such as inhabited the sterile valleys and bleak hillsides of the Waldbach parish in the Vosges mountains to regenerate and purify and elevate, through the long period of sixty years of most noble service. It is but once in centuries that a Buddha comes forth to lay aside the purple robe that he may clothe his soul with the garments of faith, humility, love, sympathy, self devotion and self renunciation, borrowing their iridescent hues from the colors of heaven; or a Pestalozzi, lifting his noble self up to where he could compel the attention of the world and cause it to stop to look, to admire, to draw near. Pestalozzi at Stanz is a picture not often realized. It is only once in a world's life that one like the Son of God becomes the Son of Man, pouring into the old forms of social, political and religious polity, such an abundance of that life which throbs in heaven, as to burst those forms and reclothe itself with forms better fitted to promote the peace and prosperity of the individual life.

It is but once in a lifetime that a father, as Thomas Arnold, has a son, as Matthew Arnold, and a niece of the intellectual virility of Mrs. Humphrey Ward. It is but the exception that families like the Napiers', like the Adams', like the Fields', can create and sustain an immense flow of vital life. It is rare that communities like Northampton, Massachusetts, are permitted to become the meeting point of such lives as created that spiritual and intellectual atmosphere in which the spirit of prophecy fell upon their sons and daughters, sending them forth in such numbers to find favor with God and man. Nay, "things are as they are," said Bishop Butler, "and their consequences will be as they will be; why, therefore, should we desire to be deceived?"

To a very large degree must the answer to this question be in the affirmative, for the public school must reflect the life, ideals and aspirations of the community. For, after all, the whole question of a school resides in two factors, the teacher and the taught. Books and furniture, and buildings, and methods of work and course of study are little—are but the one point in the ten, the minor premise as compared with that spiritual, quickening force we call the teacher, or those mysterious agencies we call the children. For the text-book is dumb unless an informing spirit causes it to speak, and courses of study are but barren outlines, even as the bleak hills of prehistoric times, ere the life-giving cosmic forces began to clothe them with forms of beauty under the voice of One with whom was power, until the brooding mind of an intelligent thinker enriches, plants, cultivates, causes to bud and grow, the ideas that make that course of study a track of life to the child. It is the teacher creating manna along the deserts of the child's intellectual life.

Furniture, school houses, all these external things are simply plastic material under the hands of one upon whom is laid the spell of a genuine teacher. These teachers are the sons and daughters of the communities in which they live. Superior teachers spring from superior homes where the larger life prevails and God and his work are not forgotten.

The general life and needs of the community determine other things. It is not a mere coincidence that such a large proportion of teachers in this country are and will be women; nor that in consequence the terms of service must be short; that as a further consequence it is only the exceptional school that shares the life of souls, enriched and cultivated by years of experience and of study. And as a further consequence, it cannot be denied that the preparation that can be demanded of those who know they are to fit for a life work, and which can be enforced by arguments irresistible to such, can not be demanded with the same power usually, of the mass of those whose terms of service will not exceed four years. There are many compensations, however, in the fact that the public schools are in the hands of people under twenty-five. They have energy, enthusiasm, freshness. They are teachable, capable of inspiration and of great self-devotion.

All these considerations tend to an affirmative answer to the propo-

sition, viz.: The public schools are doing all that the people have a right to expect.

But the other side of this question is found in the second, viz.: that before all men and all systems of work lies the attainable not yet attained, and to determine the limits of this, so far as our work is concerned, is to indicate wherein the public schools do not fill up the measure of a just expectation. In connection with this I wish to offer three thoughts.

1. Whatever may be the limit of maximum requirement, the people are ready to impose a greater preparation than is at present demanded of the average teacher. You ask on what grounds. They lie in the signs of the time, that show the increased recognition of the importance of education, and of the fact that a trained mind is daily becoming a greater necessity in grasping the conditions of successful living; that to train to such conditions is not the work of a novice; that the expenditure of such sums of money as are now being poured out is a work requiring consecration and ability. The signs of the times indicate a vast quickening and elevation of the general sentiment of the people on this point.

The proof and test of such stages of advancement is legislative action. To illustrate:—The growth of public sentiment in England has advanced to where it has compelled the conservatives to bring in a bill immensely extending the limits of free education. The growth of sentiment in this country in favor of an honest ballot has forced the passage in twenty-four states of some form of the Australian Ballot System. Public sentiment was beyond public practice and made possible legislative enactments as respects those needs and gave to them virility. The same is true here in our State in educational matters. Reforms are coming. The sentiment of the people is above the actual accomplishment.

2. Not only is it being recognized that the preparation of teachers averages too low for the work required, but there is an enormous waste of the educational force and intelligence we now possess. Too many thousands of teachers are, under our present system, left to reflect upon their schools experience gained in inferior schools, and to experiment where demonstration has made clear. To save this stumbling and to utilize this wasted energy and set ardent workers upon lines of rational effort is the work of intelligent supervision. For this the people are ready. The machinery of school life is wasteful. But be it not forgotten that supervision may become an unmitigated curse as well as an unmixed blessing.

3. Finally, in his late pamphlet on the philosophy of crime, our National Commissioner of Education points out how the pillars of education are good behavior and the course of study. By good behavior he means all those virtues which result in self-control and the power to work with and share in the achievements of men; and by the course of study, those acquisitions that give an intelligent insight into the past and present.

While I have designated the teacher as the great force, who can deny

the immense gain to school life, could that which money can easily provide, as books, apparatus, etc., be well selected and utilized?

In this line of adequate provision for pressing needs there is the greatest possible room for improvement. The attainable covers ground sufficiently broad to warrant our liveliest efforts. And the extent of this ground measures the limits of the negative answer to the original proposition.

INAUGURAL ADDRESS.

BY G. A. CARNAHAN, PRESIDENT OF THE GENERAL ASSOCIATION.

Ladies and Gentlemen, Fellow Members of the Ohio Teachers' Association:—

The professional zeal of the teachers of Ohio is not limited by state lines nor restricted by local prejudices. Fired by a laudable enthusiasm for a noble cause, they do not hesitate to intrench themselves on the shores of Lake Chautauqua, there to take counsel with each other on ways and means of promoting the cause of education, and to unite in earnest effort to elucidate the educational problems that so persistently demand a solution. Three times already in the history of our Association, we have been tendered a royal welcome to the academic groves and halls of world-renowned Chautauqua. May our souls catch some of the inspiration that burns in the hearts of the thousands who come in their annual pilgrimage to this "Mecca" of Chautauquans throughout the world.

A retrospect of the thirty-two years that have passed since I became a member of this Association brings to memory a noble array of devoted men and women, whose faces no longer gladden our eyes and whose friendly greetings no longer thrill our hearts. Some of them have heard the call of the Death Angel and have gone with him through the silent darkness to a brighter shore. We who knew them in life will pause for a moment while we turn to a page in the book of memory filled with sweet recollections of their social virtues, their noble deeds, and their generous lives, and as we reverently read the record we will drop a silent tear, sadly realizing that the places that once knew them so well will know them nevermore.

Other absent friends are still on the hither side of life, calmly waiting till the day is done. We who are gathered here to-day send them our soul-felt greetings, praying that God's richest blessings may brighten their pathway till set of sun. The devotion of these dead and living friends to the cause of education, has won for them an honored place in our memories. May we strive to emulate their zeal and carry to a consummation the work which they so nobly labored to achieve.

This retrospective glance also calls before us the countless struggles that have been made by the Ohio Teachers' Association so to perfect the school system of Ohio, that it shall favorably compare with the school systems of sister states, in respect to the accomplishment of educational results and present an adequate return for the millions of money that are expended in its support. That the school system of Ohio is no

abreast of the progress that has been made in most of the states of the Union, is well known to all who are acquainted with the educational growth of the country.

But yesterday, we read that Iowa had just received the gold medal awarded for superiority of educational exhibit in the Paris Exposition of 1889. This exhibit was not an exhibit of school work, but of the school system of the State of Iowa; and the medal was awarded for super-excellence of the system from the district, through the township, county, and state arrangement of all the schools.

For more than thirty-five years, the teachers of Ohio have been clamoring for a more effective system of schools. They have petitioned, they have remonstrated, they have importuned the Legislature to establish a more complete unification of the forces that direct and control the vast educational interests of the State—to institute normal schools, to organize county or township supervision, to create a township system of high schools, to enlarge the authority of the State School Commissioner, to increase the efficiency and usefulness of county institutes, to establish a State Board of Education, to amend the law respecting the examination and certification of teachers. These numerous petitions have been denied, and through all these years of labor and struggle but little has been accomplished. Constant failure has almost paralyzed the zeal and energy of earnest laborers in the cause.

Almost every State School Commissioner in the past forty years has persistently urged the State Legislature to modify and improve our system of Public Instruction. State Commissioner Thomas W. Harvey, in his report for 1871, says: "We have taken scarcely a step forward since 1853, but have suffered other states to sweep past us in their onward march. It is unwise to hesitate or delay the work of a thorough revision of our school laws."

Commissioner C. S. Smart asserts in his report for 1879: "For a quarter of a century the State has stood still so far as school legislation is concerned, and whatever progress has been made in the educational interest of the State has been made in spite of the want of legislation or because further legislation was not needed."

Commissioner De Wolf, in 1881, declares: "In the State of Ohio, the statute books exhibit no material change since 1853!"

Commissioner Dr. John Hancock, in his report for 1889, speaking of the necessity of proper supervision of the schools, says: "Within the last forty years the question has been pressed upon the attention of the Legislature again and again."

The testimony of educational experience has been overwhelmingly in support of a radical change in the administration of school affairs in Ohio. The sad story of the deplorable outcome of all this "unity of sweet accord" is well known to all. We have resolved, then re-resolved but all in vain. Our failure to wield a commanding influence in the educational affairs of the State, in the moulding of legislative opinion and the procurement of legislative action, is so pronounced that "he who runs may read."

One cause of this evident resistance to educational progress is found inherent in the nature of the system itself. The Ohio school system like that of many of the older states, is based on the idea that the school district is the unit from which all representative action must originate. It is an ancient democratic idea that the people are loth to relinquish. We have in the sub-districts in Ohio nearly three thousand four hundred school directors, elected by the people, each director holding office for three years. The schools in these districts are taught by twelve thousand one hundred and twelve teachers. If these numbers are placed in ratio it will appear that there are about three and-a-half directors to every teacher employed. When we consider the inborn love of poor humanity for the display of a "little brief authority," and the overshadowing influence of the employer on the employed, we can well understand why the influence of the teacher is so little apparent and so insignificant in effect in directing educational reform.

Another serious impediment to legislative action in behalf of education, is the apathy which is constantly manifested by teachers to the opinions, convictions, and resolutions respecting the absolute need of reforms which have repeatedly received the hearty endorsement of a large majority of the members of the State Association.

No doubt, much of this indifference comes from a lack of full and definite information regarding the advantages that would accrue to the teachers and people by the securement of better laws. It is a question of deep concern to this Association to ascertain to what extent it is responsible for neglecting to adopt measures for the dissemination of information among the people that would induce them to act with intelligence in matters so highly important to their welfare.

Again, we who gather at the annual meetings of the State Association, are too much disposed to magnify the outreach of the influences that go forth from our assemblage, and the formative power of our opinions and convictions on the minds of the great body of teachers in the State. It requires an army of twenty-five thousand one hundred and fifty-six teachers to train and discipline the youth of our great commonwealth. Scarcely more than one-fiftieth of these teachers are ever present at one time at any of the meetings of the Association; and not all of these may be classed with the constant, zealous workers in the Association. From this comparatively small number we may exclude many who come as mere spectators—transient seekers after "a good time." Furthermore, it may not be an illiberal assertion to state that not more than one-third of the vast army of teachers unrepresented in this Association ever read the proceedings, discussions and deliberations of these meetings, and that but few of those who do read them acquire sufficient knowledge to influence them to become active participants in securing legislative enactments in favor of educational reform.

Again, when it is remembered that about thirty-one percent of all the teachers employed are less than twenty-one years of age, one can find some excuse for the obvious dearth of political influence appertaining to the teaching fraternity.

Another consideration, perhaps not gallant in your speaker to men-

tion, is that in this array of twenty-five thousand teachers, there are 14,135 ladies, devoid of political representation, whose influence in controlling the action of law-makers is comparatively "nil." May the time soon come when these fourteen thousand women shall be counted as fourteen thousand voters to help their brother teachers to secure the reforms that they have so long struggled to obtain.

Diesterweg, the great German Educator, says: "Wherever the schools degenerate they do so through the teacher, and wherever they rise it is done through the teacher. There is no other way. A school system is worth exactly as much as its teachers.

The conclusion of the whole matter is this: The improvement of our system of public instruction must come from the teachers. It must originate with them and must be carried on by them, from its origin to a final consummation. It can come from no other source. The teacher is the informing power that compels educational progress in every forward step of civilization. The advancement in education that is now so apparent in many quarters, especially in New York, Massachusetts, Iowa, and Kansas, is mainly due to the intelligent, active, wide-awake, progressive teachers in those states. They dominate the thought that moulds public opinion in matters of education and directs the action of law-makers.

It is eminently proper and creditable to the profession that the opinion and judgment of teachers should direct school legislation. Wherever the teachers' influence is thus predominant, we have strong proof that the business of teaching has attained to the dignity of a true and trusted profession.

The State Association should be the reservoir from which streams of educational influence should flow, reaching every school-house in the land, carrying new vitality to all, and stimulating everything connected with education to strong and vigorous growth. The vital issues that seem to be nearest the wants of the schools should receive the careful consideration of the wisest and most experienced educators in the State. Their decisions and recommendations should be eminently worthy of the hearty commendation of every citizen of the commonwealth. Changes in the school laws, recommended by them, should receive the ready recognition of members of the Legislature and should soon pass into the statutory forms of the law.

I believe the time has come when the Ohio Teachers' Association should take a "new departure" in the organization of plans that shall direct and control the teachers of Ohio in their efforts to realize that substantial progress which they have so long but ineffectually struggled to secure. It may seem an act of temerity to offer criticism respecting the need of a thorough reorganization of the directive forces of this Association; but if I am not mistaken, a conviction rests in many minds that a radical readjustment of its working plans and purposes must be effected before material progress can be expected, and that if not speedily accomplished the Association will cease to be a controlling educational force in the State.

As at present constituted, our Association is hardly an organization

at all. It is without any well defined purpose or plan. The officers and committees elected or appointed each year go to work with little knowledge of, or regard for, what has been done before, or consideration of what is likely to be done in the future. This want of continuity of effort in the work we undertake to do is the point of greatest weakness in the organization. We are forever beginning to do, yet never concluding what we begin. Like some country schools we read about, we begin each year at the beginning of the book and never get through. We need greater stability in the management of our affairs, a clearer conception of the objects we desire to accomplish, a more earnest concentration of purpose. We are also greatly deficient in ability to combine the labors of all earnest workers in the cause of education on certain definite lines of effort for educational advancement. Concentrated action that may be continued from year to year till it shall accomplish the ends aimed at, is a want felt and acknowledged by all.

No provision exists in our constitution or by-laws whereby we may secure the active co-operation of all departments of school service in all parts of the State to push forward the enterprises which the Association may determine to inaugurate.

In the hope that something profitable may result from a discussion of the means that should be devised to increase the efficiency of the work incumbent upon us, I desire to suggest the following outlines of work, which it seems to me should be incorporated into the plans and purposes of the Association. An enthusiastic and persistent effort put forth on these lines of action would greatly increase our hope and prospect of ultimate success. The plan proposed is as follows:

The Constitution should be so amended as to provide for the appointment of not less than six permanent committees, consisting of six members, each member to serve three years, two of whom shall be appointed by the president of the Association each successive year. These committees should be designated as—

1. Committee on Condition of Education throughout the State.
2. Committee on School Legislation.
3. Committee on Publication and Distribution of Educational Information.
4. Committee on Ways and Means for accomplishing the purposes of the Association.
5. Executive Committee, entrusted with powers and duties now exercised by said committee.
6. Committee on Necrology, who shall report at each annual meeting the names, obituaries and memorials of deceased members.

Each of these committees should report at each annual meeting, and should be entrusted with powers that would enable them to do effective work throughout the year, whenever opportunity presented itself, and action was needed.

The entire membership of the Association should be pledged to give full, substantial aid to these committees in the prosecution of the work entrusted to them. Ample funds, other than those contributed by members, can be obtained by careful and judicious management.

Earnest friends of education will not refuse assistance when they are convinced that needful school legislation is required. Our discussions and deliberations should be published in such form that they can be sent among teachers and influential friends of education throughout the State.

That which we in our councils have resolved ought to be done should not appear only in printed resolutions and petitions, which we may send to aspiring politicians, candidates for the dear peoples' votes, but it should be carried by resolute and enthusiastic educators to the floor of our legislative halls, and by eloquent and unanswerable argument our law-makers should be convinced that the State of Ohio should be permitted to stand abreast her sister states in the completeness and efficiency of her system of public schools. This cannot be done without money for legitimate and absolutely necessary expenditure, and the teachers must largely assist in furnishing it in some way, or the work will never be done. Not only should the energies of the teachers be concentrated upon special lines of work, but some comprehensive plan should be devised whereby the earnest co-operation of all the sectional associations in the State can be secured to aid in the general plans and purposes of the State Association. There are eight of these sectional organizations, located in various portions of the State, each capable of wielding a commanding influence in favor of educational progress. These societies should be brought into vital connection with the State Association. All of them should be represented in the standing committees by men of executive ability, competent to enlist the aid of the newspapers published in their respective counties, in the discussion of subjects pertaining to the good of the public schools, men who are capable of securing the united labors of large numbers of teachers gathered at the various county institutes to push forward every reform projected by the State Association.

They could thus soon popularize the best thought and arguments advanced in support of needed school reforms. Members of the Legislature from the several sections represented by these various organizations would become sufficiently enlightened to enable them to act promptly and wisely whenever legislative action was demanded on questions involving the interest of the public schools. Moved and controlled by one dominating purpose—the advancement of the cause of popular education, the teachers of Ohio could in a very few years bring about a thorough reconstruction of the entire school system.

The most important problem now demanding the serious attention of educators is how to secure qualified professional teachers for the schools. Hon. George William Curtis in his recent address at Philadelphia asks: "What is the key of an effective school system?" He answers: "It is not the pupil, who is the plastic material. It is not the school property, nor the appropriations for maintenance, indispensable as they are. Reason, experience, the common consent of all great thinkers and all authorities upon the subject, agree that the teacher is the school. All the wealth of India or of California could not provide a great school of any degree, unless it could secure good teachers.

Noble buildings, storied quadrangles and ancient groves, munificent endowments, museums, libraries, the profuse accumulations of literary and scientific resource, without the teacher, is but Pygmalion's statue, uninspired, the body without the soul."

Germany has answered the question, by requiring every teacher of even the lowest gradés in her schools to pass three, and in some provinces four, years of professional training in a normal school, and at least one, and in some provinces two, trial or practice years, before he is admitted to the profession. After this training and preparation, the validity of his diploma is not questioned in any portion of the empire. His right to employment receives instant recognition wherever he may seek service. Teaching in Germany is an established profession, and the members thereof are honored with appointments for life, if found worthy, and the state gives them an honored pension when old age renders them incapable of useful service.

How shall Ohio fill her twelve thousand eight hundred and thirteen school houses with teachers possessing the needful acquirements that shall fit them to discharge successfully the grave duties imposed upon them? What satisfactory answer can the State give to this question? She has persistently and wrongfully refused to provide schools for the training of teachers, and to-day, with shame be it confessed, she stands among the five or six states out of the forty-four who have no state normal schools. The absolute need of professional training remains to-day a barren ideal in the minds of the law-makers in Ohio. All over the land strenuous efforts are being made to induce state legislators to make more liberal provisions for the training of teachers for all of the schools. There never was a time in which teachers were so desirous as now to prepare themselves thoroughly for their work. More than any other class of people they feel that the safety of the public schools lies at the portals of the teacher's profession. Fill the schools with well schooled and properly trained teachers, and the whole aspect of the educational out-look would change. Out of seeming chaos would spring beauty and strength, and the hearts of the people would turn to the schools as toward the deliverer of the nation from danger and destruction.

The crying need of the home is that our schools shall be filled with teachers qualified to do a teacher's work. Around this most essential point of public education, teachers and friends of education must everywhere rally. The contest must be persevered in, no difference how severe the service or what the cost, until we shall have, as in Germany, a trained teacher in every school-house in the State.

In the absence of normal schools for the preparation of professional teachers, the State has provided one strong safeguard which, if it be wisely and conscientiously managed, is a powerful auxiliary in the upbuilding of our public schools. Boards of examiners have been provided for the schools in every county in the State, whose mission it is to stand at the entrance to every school-house as guardians of the most precious interests of the commonwealth. They should sternly and unflinchingly refuse to open the doors to any person who does not

possess the moral and intellectual qualifications essential to a successful teacher.

Recent efforts have been made to have the law governing boards of school examiners so amended that none but those engaged in teaching shall be eligible to membership in these boards. The passage of so wise an amendment to the law will be convincing evidence that we are rapidly approaching a period when professional recognition shall be readily obtained.

It is presumed that few educators will contend that the present system of examining and licensing teachers is so perfect that further amendments are needless. In some portions of the State, demands for radical changes are heard, and it is strongly argued that modifications can be suggested that would lead to beneficial results, if they were adopted and put in practice.

A careful scrutiny reveals the fact that the law governing the examination and certification of teachers presents several serious obstacles to their professional advancement. It seems to me that this Association should carefully consider whether a large advance can be made in the improvement of a law that is so essentially important to their well-being, so necessary to the permanence of their employment.

The state law regulating examinations refuses to recognize the validity of school certificates beyond the limits of the county or city in which they are issued. It seems to be an unsolvable mystery, why teachers have so long submitted to this unwarrantable indignity, without remonstrance or even the sound or sign of a murmur or complaint. It would seem that at the first blush of reason justice would demand that the right of the teacher to open fair competition for employment in his vocation should rest upon the same basis as the right to service which is granted to members of other professions. The State wisely prescribes the conditions with which all must comply who seek to engage in any of the so called learned professions. But it certainly commits an act of great injustice to teachers, when it refuses to permit them to teach in another county unless they shall submit themselves to a re-examination in every county in which they may seek employment. There are in the State about one hundred and seventy examining boards, each an independent sovereignty, dispensing its licenses to teach, according to its own standard of requirements. The certificated subjects of each of these domains are by law prohibited, under penalty, to do service in other territory than that contained in its own circumscribed limits. What respect would the people render to the profession of the law, if every lawyer were compelled to renew his license to practice in the courts, every time he crossed the boundary line of the county in which he resides? How much confidence would a community place in a physician's or surgeon's skill to cure our mortal ills, if the law should require him to renew his diploma every time he removed from one part of the State to another, or oblige him to supply himself with a repertory of diplomas, that would give him authority to collect a fee for medical services rendered to a patient living in an adjoining county? What degree of reverence would be paid to the clergy by their respective congre-

gations, if at every annual conference, or yearly meeting, or council, or convocation, or synod, ministers who had been called or appointed to stations in other counties should be required to undergo an examination as to the soundness of their faith in the doctrines of the creed, their success in converting sinners, or their ability to edify and instruct the people they were called to serve?

The recognition, by the school authorities of every county in the State, of the validity of the legally authenticated certificates of other counties, would greatly promote the self-respect of teachers, stimulate their interest and zeal in their work, elevate the tone of their calling, and greatly increase the efficiency of their services in the schools. Is it not possible to constitute a system of examinations of teachers in Ohio that shall give to those who shall comply with its requirements a certificate that shall be valid in every county in the State, and shall forever afterward exempt them from further examination, except for the attainment of higher honors in the profession?

Another barrier that the present system of examination interposes to advancement in the teachers' profession, is the failure of the law to establish a wisely arranged scheme for the classification of certificates, that shall lead directly to the recognition of a profession of teaching. Grades of certificates should serve as way-marks that denote the degree of progress the teacher has made toward the attainment of the right to the possession of a diploma of professional attainments, that shall forever exempt him from the insufferable humiliation of constant re-examination. Boards of examiners hold in their hands a power which, if wisely directed, would enable them to do very much toward creating a profession of teaching. They are not only empowered to say who shall teach in the schools, but they can direct the scientific studies and the professional reading of teachers, so that out of their efforts to attain the highest honors that may pertain to their examinations they shall reach a station where they shall justly be entitled to a professional diploma, equal in value and worthy of as much respect as any degree that can be bestowed on the members of any of the learned professions. Examiners could be authorized to confer this diploma upon all applicants who should pass the prescribed tests of scholarship, present satisfactory evidence of successful experience in teaching a public school for a prescribed term of years, and show that they have the moral fitness to teach. Everywhere, statutory enactments very justly delegate to the authorities of institutions of learning the power to establish the conditions upon which those who seek the honors and privileges of the professions of law, medicine, theology, pharmacy, dentistry, etc., shall be permitted to engage in the practice of these professions. When these honors have been justly earned and conferred, the recipients are free to engage in service wherever duty calls them, or promises of reward may allure them to labor.

What good reason can be given why the law shall not authorize examiners of teachers to fix the conditions for the admission of teachers into a regularly constituted profession? What matters it, in what schools, colleges or institutions of learning the scholastic knowl-

edge and professional training shall have been acquired? If a thorough examination shall prove that the aspirant for honors is amply qualified, that is sufficient evidence that he should receive the honors sought.

In answer to this argumentation, it may be replied, that provision has already been made for the bestowal of professional honors on teachers by the law regulating the granting of certificates by the State Board of Examiners. My contention is that the law should provide for a classification of honorary certificates to be granted to successful teachers in primary and grammar schools, where the requirements for obtaining a certificate are not so exacting and comprehensive as those demanded by the State Board of Examiners. These certificates could be so graduated and conditioned that they would operate as a powerful stimulus to a higher and wider preparation for professional work. This "consummation devoutly to be wished," I am presumptuous enough to imagine can be accomplished.

A well defined distinction should be established between those who are not recognized teachers by profession and those who are so recognized. The law should prescribe three grades of certificates, designated 1st grade, 2nd grade, and 3d grade, to be issued by county examiners, and known as Common School Certificates. They should restrict teachers to teaching in primary, grammar, or high schools, according to the excellence in rank of scholarship obtained in the examinations. Certificates granted for the first time to beginners should be denominated trial certificates, and should be valid for only one year. Those holding trial certificates, on presenting satisfactory evidence of success and skill in teaching, may be re-examined, and if still found competent, they should be granted a license to teach another year. This trial certificate should in no case be issued more than twice to the same person. A well attested successful experience of two years' service with a trial certificate should entitle the teacher, if he be found qualified to pass another examination, to receive a license for a term of two years if the license obtained be of the second grade, and for a term of five years if the license conferred be of the first grade. Certificates of the second grade should be renewed only upon re-examination, and should not be granted more than twice to the same person. Certificates of the first grade should be renewed by endorsement of the examiners without re-examination, should be valid in every county in the State, and recognized as diplomas that will admit the recipient to the ranks of a recognized profession. In addition to the certificates of the first and second grades, and third grade or trial certificate, issued by county examiners, the State Board of Examiners should be authorized to issue two grades of honorary certificates: A Common School Life Diploma and a State Life Diploma. The first named should be a well merited credential of excellent scholarship, of well attested skill and success in teaching, and should be convincing evidence that the possessor thereof is qualified to assume the principalship of a graded school. The last named testimonial would be the highest and most honored warrant of scholarship and professional ability that can be conferred on teachers by state authority. This mark of eminent ability should, in my opinion, entitle the person on whom it

is conferred to a degree as meritorious as any degree granted to the graduates of any college of medicine or law or theology in the State.

The requirements respecting trial certificates would begin a work of elimination, a process of separation of the incompetent from the competent in the business of teaching. This process, akin to that law in nature called the "survival of the fittest," would begin the evolution of a profession of teaching.

A provision in the law that would provide a classification of certificates, restricted to grades and classes of schools, would act as a powerful incentive to better preparation for teaching. It would create a necessity for teachers to rise to higher grades, and stimulate and direct their activity in advancing to higher rank and position.

A recognition of the validity of first-class certificates in every county in the State would operate to keep progressive teachers in the schools, give them permanency of employment, and, eventually, increased remuneration. In innumerable ways it would promote the efficiency of the schools and make the position of the teacher a more self-respecting and a more respected one.

The successful achievement of the reforms that I have so briefly advocated will necessitate a complete reconstruction of the system of examination and licensing of teachers. Many of you, no doubt, have already anticipated the modifications that will be necessary to accomplish what I have suggested. The Legislature should establish a system of uniform examinations for State and County Examiners' certificates. The law should provide for the appointment of a State Board of Examiners, placed under the direction of the State School Commissioner. This board should have direct control and supervision of the entire business of examining and licensing teachers, in every county in the State, subject to such limitations as the law may prescribe.

The limits of this address will not permit a full explanation and discussion of the provisions and regulations necessary to so important and elaborate changes. Systems of uniform examinations are in successful operation in several states noted for their superiority in educational affairs. The State of New York has within the past three or four years made notable advances in the improvement of her schools by adopting a uniform system of examinations. Hon. Andrew S. Draper, State Superintendent of Public Instruction, in his report for the year 1889, says:

"The moral and indirect results growing out of the undertaking have been far greater than were ever thought of in advance. It has aroused activity and stimulated the entire school work throughout all the rural school districts of the State. Teachers have been at work as never before. They are advancing in technical knowledge; they are investigating and improving in their methods of teaching; they are broadening in their knowledge of affairs and in general culture; they are being put upon their own merits; they are seeing the necessity of progress; they are beginning to realize that the most progressive teachers will have preference; and they are striving for advancement and are advancing. The number of candidates in the annual state examination was considerably more than double what it had been in any previous examination. The normal schools and training classes and institutes are fuller and show more zeal and avidity than ever before. The final results none of us can estimate or foresee."

Again in Superintendent Draper's report for 1890, he says:

"It is not to be supposed that this system of examination is opposed by the teachers of the State. From the beginning it has had the warm support of nearly the entire body. Indeed the leading teachers are responsible for the fact that it has been established. This system is becoming as thoroughly established in the rural parts of the State as it would be possible to have it established under the statute law, and I think indeed with much better feeling. I have no doubt that if anything were to occur to deprive us of the pittance of money necessary to defray the expenses of this system, the school commissioners of the State would pass their hats around and raise the sum necessary to carry it on. The system has stimulated the entire educational work of the State."

The entire subject is now turned over to the consideration of the members of the Ohio Teachers' Association. My sincere hope is that the earnest discussion of a reform productive of so much good to the cause of education in the Empire State, may arouse the teachers of the Buckeye State to earnest efforts to effect a reformation in the methods of examining and licensing teachers. Such a change would greatly promote the growth of our public schools, elevate the standing and qualifications of the teachers, and bring upon them a shower of educational blessings such as the most hopeful and aspiring has never anticipated.

We must draw from the experience of all the world in the work of education. If there is a better school-house in Germany than in America, it is incumbent upon us to get the German school-house. If there are methods in New York state school organization which we do not have in Ohio and which are better than ours, then it is our duty to take the New York method. In short, it is obligatory upon every one engaged in humanity's grandest work to have full knowledge of all that is being done the wide world over to diffuse public education, and it is our duty to seize hold of these methods and put them to use in our own State.

For the unexpected and undeserved honor conferred upon me in calling me to preside over the deliberations of the 45th meeting of the Ohio Teachers' Association, I now tender you my most sincere thanks. I beg your kindest indulgence and forbearance while I attempt what to me is an unfamiliar task. The Association is now open for the transaction of such business as may properly come before it.

DISCUSSION.

J. F. LUKENS:—I am admonished, and I admonish myself, that I must be brief. There are times when I would be eloquent, and this is one of them. I would borrow the influence of metaphor and antithesis and climax, that I might express my appreciation of this admirable paper. In its breadth of comprehension and completeness of detail, it meets my most hearty approval. The point I notice is that the teachers are responsible for advancement in the public schools. Wherever the public school does advance it is through the teacher, and it can be in no other way. What other body of men and women can be so in touch with the needs of the hour? And as we have been well told, we have rich inheritance of needs. To bring about the reforms needed we must proceed systematically, we must organize, and we must continue.

If there is any one thing the teachers of Ohio need more than any other it is careful organization and continuity of purpose. In the twenty-odd years of my association with Ohio teachers, we have fought for eight or nine different kinds of reform, and year by year we have vacillated and turned from one to the other. We are calling to-day for the same reforms we called for in '66, when I first joined the Association. Now we must be continuous in our purpose to get one thing, and then we can hope for something else. Let us ask for this one thing, the united township, for this one year at least. Let us ask for it all the time until we get it.

What we are doing in the counties in a smaller way is what we must do in the State in a broader way. In the county in which I live we have worked for thirty months to gain one thing,—to organize and utilize the power vested in the township board. Our Association has been organized since 1850, and does regular work month by month, but we had been asking for one thing and then for another. Recently we undertook to get the township board to combine with the teachers' association, and thus secure a better line of work in the township. Our first attempt failed. We tried again, and a second time we failed. But we kept at it, and at our third effort we got our organization into such shape that it was adopted at once by every township board. It was carried to the township boards by delegates of our Association, and when our plan was adopted we all went to work with a will. The plan includes an examination of all the schools at the close of the year by a Central Board of Examiners appointed by our Association. In March and April last, examinations were held under this board, and we graduated from the country schools, with certificates of honor from our Association, 142 pupils, for our first year's work. We feel proud of what we have done, and you must bear with us if we seem a little boastful of what we have been doing down there.

The teachers of our county have never been so much united, the pupils have never been so enthusiastic in their work, and never has there been such co-operation on the part of the patrons of the schools as we have now.

When the results of the examinations had been determined, we held a grand educational rally at the county seat. The Opera House was rented, and we had gathered there an audience of 1500 people, representing every township in the county. Commissioner Hancock would have delivered an address on the occasion, had he lived six days longer. Certificates were presented to the graduates, and there was never witnessed in a camp-meeting or political convention any more zeal or enthusiasm than was manifested on that day.

We have five well organized village high schools in our county, all of which have agreed to receive these pupils upon their certificates, without further examination. Four of our township boards, at their late meeting, after conference with our county Association, voted to pay the tuition of every pupil who goes to the village high schools next year, and we are assured that about seventy-five of our country pupils holding these certificates will embrace the opportunity thus offered.

These results have come about by long, patient and faithful work. The hardest part of the work was least expected at the outset. It took us nearly twenty months to unify the teachers of our own Association. It will take as long in this Association to become a unit for township organization. I fear that next year some one will want us to turn about, and endorse state normal schools. If we would make progress, we must concentrate effort upon one thing until that is secured, then move on.

ALSTON ELLIS:—I agree most heartily with nearly all the paper contains in reference to the examination of teachers. The teacher, being employed by the state, I as a parent have very little voice in saying who shall be the teacher of my child; consequently the state does wisely in making provision for the examination of the man or woman who comes before me as teacher of my child. When it comes to securing a lawyer I have my choice, and when it comes to securing a man to look after my physical wants I have my choice, and we can occasionally choke off an unpopular preacher, but it is not so with the teacher.

Let us not be in haste to adopt the examination system of New York. It is still in a primitive state and is not by any means perfect. A state certificate in New York is not worth anything in New York City, but a state certificate in Ohio is worth 100 percent in Cincinnati, Cleveland, or any other city in the State. They have as many authorities in New York to-day issuing certificates as was ever dreamed of in the State of Ohio.

VALUE OF MUSIC IN PUBLIC EDUCATION.

BY A. J. GANVOORT.

The importance of music, as a factor in common school education, is in this country as yet poorly appreciated. Even in communities which recognize it as one of their school studies, music is too generally regarded as much inferior in value to the more common branches, because its mission is supposed to be recreation and entertainment. The fact that it might be a powerful means of mental culture seems to have escaped the general observation. Hence, it often enters the school-room with the manner of a poor country relation visiting wealthy relatives in the height of the season, with an apology upon its lips, uncertain of its welcome upon entering, and humbly grateful for the small modicum of time and attention grudgingly conceded to it.

But I firmly believe that it may justly claim a consideration far higher than it has yet received, and that upon a full and thorough examination it will be found to possess means of culture, broader in scope and more comprehensive in variety, than are to be gathered from ordinary branches of study. To aid in this examination is the purpose and design of this paper. I have therefore endeavored to state, as fully as possible in the few minutes which this paper is intended to occupy, a few of the facts which give importance to music as a common school study.

The great ends of education are: Knowledge and discipline. Knowledge *per se* possesses great value, to be sure; but discipline is in the end

much more valuable. "Know thyself" was excellent advice, but "Govern thyself" is infinitely better. This maxim is being more and more appreciated by educators the world over. Hence, in the selection of the studies which are to form the curriculum of public school work, the question asked by intelligent, hard-thinking, cultured men, is not, What studies will yield the largest amount of immediate actual knowledge? but rather, From what studies can be obtained the best and highest mental and moral discipline?—a discipline which will enable its possessor to gather knowledge in any desired field, and will most thoroughly fit him for success in the various duties of life.

The study of higher mathematics is often decried by people ignorant of its effect upon the intellect, as being useless to young men and women whose probable avocations in life do not seem to require such study, simply because these people see nothing in education but the gathering of knowledge for immediate financial purposes, and lose sight of the greater, the higher aim which we as educators have—the acquirement of mental discipline. It is the same with the study of Latin and other higher branches of learning.

Now, what is mental discipline? It is that power of the mind which enables its possessor, in the process of deduction, to call into sudden requisition any contingent fact or facts which he may have stored away there, and also enables him to fix his attention so steadfastly and so unwaveringly as to be able to carry out a certain train of thought, from its inception to its completion, regardless of environments or obstacles. Any study which calls constantly upon the mind for an exercise of that power, will of necessity aid in its growth; for "growth is but the result of repeated exercise," and the more unwaveringly the attention required by the pursuit of the study in hand, the more beneficial and stimulating will that study be to the growth of mental discipline. As there is no room for dispute in this statement, it will be conceded by all that if the study of music requires the most earnest and undivided attention to secure not only good results but any results whatever, then of necessity it must be an aid in the acquirement of mental discipline; and if an important aid, it must be an equally important factor in education.

Any one who has ever been a member of a chorus studying one of the great oratorios, knows from experience how severe the mental effort necessary to sing the music as written, and further words to him would be superfluous. But there are those among us who have never enjoyed that privilege, and for them I must further explain.

Let us then examine how great and how varied the intellectual effort necessary to sing at sight one single line of a hymn or song. Given the beginning tone and the rapidity of the pulse of the music, and these thoroughly fixed in the mind, we must at a glance note the visible relation in sound between all the different notes which present the music to the eye. This relation must be determined in an instant, and that with the most mathematical accuracy, for just as in the solution of a problem one wrong number or one false understanding of relation between parts is sure to produce the wrong result, so in singing, when this relation in sound of the different tones is misjudged the effort is

sure to end in disastrous failure. I wish it to be distinctly understood that when the reading of music is correctly and thoroughly taught we do not read individual notes but a phrase or line of words at a time. At the same time, while the mind is solving the problem of the sounds of the different tones, it must also take cognizance of the shape of the notes and thus determine their relative length. Still further, we must also read the words written under the notes and fit them to the music.

Now, when we consider that the length and sound of the tones must be determined in an instant of time, that the knowledge necessary to enable us to do this must be immediately at hand when required—as much so as the multiplication table in arithmetic, that this elementary knowledge is more varied than the characters of any language including its grammatical construction, and that sound is an intangible something, we can form a faint idea of the mental activity and mental discipline necessary to enable an individual to accomplish this comparatively simple task,—for this is but a simple task when compared with that of carrying one of four parts in an oratorio chorus. Yet, children with but three or four years of proper musical instruction, lasting but fifteen or twenty minutes per day, are able to perform the task which I have described. Do you know of many other studies in your curriculum, which require from the child such a concentration of mind, combined effort of his faculties, rapid use of varied knowledge, and consequent mental discipline? and if you *do* know them, are they not the studies which are universally recognized as powerful factors in education? *Then why not music?*

We pride ourselves on the list of studies in our curriculum which cultivate the retentive faculty, the memory, and say that those studies are of great help in education. Does music aid in this work? Who is there among you that does not remember the songs of childhood better than all the poetry without music, learned at that impressionable age? What is the reason of this? The song consisted of poetry wedded to music, and music has the power to fix the words indelibly on the memory. Many of you, I have no doubt, went to school in the good old days when it was the custom to teach the children the multiplication table to the tune of Yankee Doodle, and when the song of the capitals was in daily use in the school-room:—"United States-Washington, on the Potomac River. Maine-Augusta, on the Kennebec River. Vermont-Montpelier, on the Onion River," etc. As a musician I do not approve of any such so-called singing; but it illustrates my proposition. There are some people who use this song and others, like the one telling all about the bones in the human body which I recently heard a number of children in the First Reader sing. These same people pride themselves on their ability to teach the dry bones of the multiplication table, of geography, of anatomy,—“dry bones” that are necessary, to be sure, but dry as dust nevertheless. They point with pride to the exactness with which their pupils know these facts, but forget to give credit to the tune which made them palatable. And these same people, when requested to give some time to the study of music, have been known to say they had not the time for it, that the pupils had enough to do with

studies of more importance, and, worst of all, that music "cuts no figger," as one man expressed it, in education. Is this just?

In conversing with a musical friend, some time ago, on this subject of cultivation of the memory, I mentioned this song of the capitals. He informed me that in his boyhood he had learned that same song, but had quite forgotten it. I then started the song for him, and at once the floodgates of memory were opened and the so-called song poured forth upon my distracted ears. Now, what was it that loosened the iron bonds of forgetfulness? Nothing but the music. I know people who cannot tell the number of days in the month unless they first sing the song of the months—

"Thirty days have November,
April, June, and September," etc.

I could give numerous other instances of the kind, but I hope I have said enough to convince the most skeptical that music is a great aid in the cultivation of the memory, and as such deserves a high place in the list of common school studies.

It is now generally agreed that drawing is an important study for the cultivation of the eye, because it is conducive to great accuracy of vision and thus cultivates the perceptive faculties. I spoke just now of the shape of the different notes in the song, that it indicates the length of the tones, and that it must be observed in an instant of time. Do you not think, then, that music would aid in cultivating the perceptive faculties? and should it not as such be recognized as of value in the education of our children?

What of the ethical side of the study of music in the public schools? The process of education is the effort to develop a well cultivated, well disciplined mind; but its greatest aim should be the production of a well balanced, well governed moral character. To this end it is necessary to cultivate and train in harmonious proportion all the faculties of the soul, and these include the intellect, the sensibilities or emotions, and the will. In the school-room we labor incessantly to cultivate the intellect, and with no small measure of success. We also endeavor, but not quite so arduously, to cultivate the emotions. By emotions I do not mean sentimentality or anything of that nature, but pure sentiments. Music can be made to be a great help in this work if it is used wisely and well; but its value in that capacity is oftentimes completely ignored and nearly always underestimated. Distinguished educators, such as Horace Mann, Sir William Hamilton, William C. Woodbridge and others, have said that the value of the cultivation of the emotions is immeasurably greater than that of knowledge, when we come to reckon up the things which make character. As the world is constituted now, and probably will continue at least during our time, the cultivation of the emotions should hold at least an equal rank with that of the intellect; for, while men *should* be governed by reason, it is a lamentable fact that they are *not*, and we are not likely to live to see the day when such will be the case. Indeed, to go deeper still, although I know I am treading on dangerous ground, there is very little really correct reasoning in the world. All problems for the reasoning faculties are generally

so complicated, so many sided, and so difficult to grasp in their entirety, that only an exceptional mind is able to weigh and estimate the value of all sides of a question fairly, and to form thereupon a correct decision. The great majority of the human race are more easily influenced for good or evil by their feelings, their prejudices, their mental biases, their emotions, or by their appetites and cravings, than by cool logic and the decisions of the intellect. To be sure, this ought not to be, and we should do all in our power to correct this state of affairs. Hence, everything that has a tendency to turn our children toward the good, the noble, the heroic, the charitable, and other kindred attributes of a well balanced character, is commendable and deserves the hearty support of educators, because it assists them in their noble efforts. Nothing can do more to aid in this work than music. The power of song for good is almost unlimited, because it awakens the better emotions and guides and governs them. There is a natural antipathy between singing and fear, anger, envy, malevolence, misanthropy. No one can sing and be angry at the same time; no one can sing and have hatred or envy of others in his heart at the same time. These baser feelings *must* give way if we expect to sing at all. They are as incompatible as fire and water. But there is a strong affinity between singing and the higher, nobler emotions. Singing is an active agent in awakening the feelings of hope, courage, affection, peace, brotherly love, generosity, charity, kindness, and devotion. What can rouse in the heart more quickly the feeling of patriotism? What can fill an individual with greater courage than the patriotic song, when well rendered? What can more thoroughly awaken and keep alive the spirit of devotion? A noted divine has said that if devotional song were subtracted from the world, three-fourths of the power of religion over men's hearts would be gone. The lullabys of mothers whose lips have long since become ashes, but which still keep sounding on in our hearts, the psalms, the hymns, the songs of the Sunday-school and the church, have pulled down the walls of a thousand Jerichos of sin. Song can eloquently express feelings which words alone could only stammeringly pronounce. The predisposition of the human mind to seek and find expression for its innermost and deepest feeling in song, proves that to be the God-given vehicle for that purpose. Song is universal. Among all nations joy has its chorus, sorrow its dirge, patriotism exults over national triumphs and national deeds of valor in appropriate songs, and religious yearning vainly strives to pour out its full tide of thanksgiving to its Maker, until anthem and hallelujah take the rapt spirit upon their wings and bear it to the throne of God.

The Creator having made us thus susceptible to emotions which can find no adequate expression but in song; are we not, therefore, in teaching singing in our schools, following one of the plainest and most universal indications of His will? And if we ignore this indication, do we not deserve to fail in our efforts to educate in the fullest sense of the word? The power of music to regulate the emotions is not yet fully appreciated. The ancient Greeks seem to have known more on that subject than we do in our enlightened age. They laid great stress on

the cultivation of gymnastics and music. They understood at least how musical sound and rhythm regulated motion, and what is motion but the visible expression of emotion? Song lightens the heaviest burdens we may have to bear, and makes our joys more intense. John Ruskin said: "Singing as a gymnastic exercise is necessary to keep the body healthy, as an emotional exercise it is necessary to keep the soul healthy, and the proper nourishment of the intellect and the emotions can no more go on without music or singing, than the proper functions of the stomach and the blood can go on without proper exercise."

To be sure, these effects can in a small measure be reached by active listening to music, but the result cannot be compared with that produced by active participation. Unity of purpose, a commendable feature which all teachers can appreciate, is fostered by the practice of singing. There is no child in the school that will not endeavor to keep up with the others when singing songs which he likes. There is nothing can keep him from singing except lack of voice, and very few children are ever conscious of any such defect. This unity of purpose, without which any concert exercise is almost impossible, is stimulated by singing; and when pupils are thus brought under the control of the teacher's will, it is not difficult to keep them there.

The value of singing as a factor in physical education should also be recognized. It gives strength and capacity to the lungs and produces a healthy circulation of the blood. The literature of every age pays high tribute to the power of music. The sacred muse is eloquent in never ending praise.

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PROFESSIONAL STAGNATION.

BY A. B. JOHNSON.

Every clever youth has, I take it, in early manhood, an ideal of his possibilities; and he may not rest satisfied until that ideal is realized. The higher his conception of his capabilities, the greater the labor necessary for its execution. This consciousness of latent power is stimulating.

Cling, then, to your ideal; believe in it, cultivate it, cherish it. The inspiration and enthusiasm of life spring from it; and what is life but a dreary, dead level, without inspiration and enthusiasm? There is something in the nature of every man which is higher and nobler than the common affairs of life. Cultivate this, and his path is upward; neglect it, and his course is downward.

Fortunate, indeed, is he, who, at the outset, has even a moderate notion of "what a forge and what a heat" are necessary to produce the noblest results in life. Man is a slow student, and does not take kindly to the lessons which God would teach him. "In the sweat of thy face shalt thou eat bread." This sentence, pronounced at the beginning of man's career, has, as many others have, a broader and deeper meaning than the mere words express. We may not escape this judgment with impunity. "Every man is a worker, a beggar, or a thief." If we subsist by the labor, past or present, of others, we are at best but genteel beggars.

It is only by the sweat of the brain that the best mental products are realized. We are fond of saying, "That, to think clearly and logically is very hard work."

Nor is this all; we may say, too, with equal truth, that the greatest spiritual blessings are only gained by labor and agony of soul.

Only along the battle lines of brawn, brain and spirit, can man hope to gain fruitful victories. We may not, we cannot, circumvent this law of our being. The physical, mental or spiritual shirk makes a sad failure. Such will never know that life is worth living. "The sleep of the laboring man is sweet, whether he eat much or little." A mental

victory which is the result of exhaustive thought is often a thing of joy forever; and that struggle of the spirit of man which does not stop short of establishing communication with heaven has brought a blessing to "countless thousands."

Mental life begets mental life and decay induces decay, wherever there is contact. When one ceases to be a student he is no longer a teacher. No mere compiler of facts which others have discovered; no retailer of borrowed thoughts, however well classified and skillfully presented, is a teacher of high order.

How shall we teach our pupils to think, is asked, and asked again and again. Thought provokes thought. Lead, and the student will follow. There is a remarkable mutuality between the activity and mental aggressiveness of the teacher and that which he communicates to his pupil. It has been said that "a few hints from a perfect master are of more service in developing the capacities of the taught, than the most protracted lessons of an inferior teacher." And who is the "perfect master"? Surely it is not a mere gleaner in fields which the pioneers have cut. No peddler of second hand wares, no pedant was ever a teacher. Only he who thinks his way out into light, can teach. One must have in his heart the joy and pride which come from the consciousness of original investigation and discovery, before he will possess and communicate that contagious enthusiasm which stimulates and sustains every student worthy of the name. What did Garfield mean by this startling sentence? "It is a matter of perpetual wonder to me how any child's love of knowledge should survive the outrages of the schools."

A gentleman in Boston, in opening his address before an audience assembled to hear educational topics discussed, began with the inquiry:—"Why is it, that the child ceases to learn so soon as he begins to go to school?" And, moreover, what do you think of this oft repeated question and criticism?—"Why do the schools fail to give a reasonable mastery of the subjects studied?" By means of a circular well distributed, this last question was fully discussed by those most competent to handle it. The majority concluded that the charge is entirely true, and accounted for it by the deficient preparation of teachers, the chief deficiency being in the fact that the teacher is not an original investigator in the subjects which he teaches. No one, at the teacher's desk, in the pulpit, or on the platform, can deal with borrowed wisdom, in that masterly, honest, and enthusiastic way which will enable him to present the conscious progeny of his own brain.

With what love and tenacity does one cherish any discovery of truth which he himself has made? No other can show its merits as he can. He is always earnest and enthusiastic in setting forth its virtues. Can another teach him the best method of presenting it to learners?

Methods! I weary of the word. Methods are for tyros and weaklings, and, like crutches, to be thrown away when one has gained strength and power to stand and walk without help.

And moreover, we may say that no one is completely in possession of any truth, from any source, before it has been cast in the mold of

his own mind? The law of our being is such that we have but half-possession of valuable truth, until our own faculties have bestowed honest independent labor upon it, and wrought it into new forms which the peculiar fashion of our own minds may assimilate.

John Tyndall has said that two factors are necessary to the true teacher: "Ability to inform and ability to stimulate." And who is best prepared to inform the young or the old? Surely it is not he who is a "Mere borrowed thing from dead men's dust and bones," a perfunctory compiler and retailer of the results of the mental energies of others; but, rather, he who offers "none except he make it"—one who has moulded his own thought and the suggestions of others, and thus made them to himself a reality. A storehouse of unassimilated facts will not furnish the "ability to inform" to which Tyndall referred.

It may be claimed that but few minds are creative. Yet original corollaries, remarks and scholia may witness that the principal propositions are clearly understood. How delightful it is to listen to him "whose armor is his own honest thought, whose highest art the simple truth!"

And who has most power to "stimulate" the growing mind? It is the enthusiastic teacher, who fills his pupils with fervor and zeal and incites them to noble action. We seldom or never completely master a subject of study until we enter enthusiastically upon its pursuit. That which we love may be easily acquired. It is inspiring to see a fellow being thoroughly in earnest in the pursuit of a noble object. Enthusiasm quickens every energy and faculty of the mind. It will do more than all other agencies combined to further the progress of the student. To be enthusiastic is to be thoroughly in earnest. It is full of hope, it is confident of victory. It hath genius, power, magic in it.

Teachers, as a class, are no better nor worse than the average of men in other professions; and professional men will endure no more fatigue of body, no more nervous strain, than is necessary to continue a good income and to secure permanency. Every student of literature knows that many of the finest productions have been forced from the unwilling authors by the pressure of poverty.

When a fairly competent teacher has gained the confidence of a community or board of trustees, and has secured an unlimited license, he may settle down at the teacher's desk or in the college professor's chair, and pass into the fossil state far more rapidly than any other dead animal or any block of wood.

I see nothing to be gained by being continually mealy-mouthed in speaking of this teaching business. The amount of stock invested by many, at the outset, is meager indeed, and, in too many cases, it is not materially increased as the terms and years go by; while the youth of our country are within the reach of superior instruction, and thousands of parents are ready and willing to support and amply compensate those who can bring to their children solid educational advantages. The preparation of very many who essay to teach has been the reverse of the course necessary to make efficient instructors.

The teacher, if he would reach great excellence in his calling, cannot afford to be of those who indulge continually in mental dissipation.

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It is only by the sweat of the brain that the best mental products are realized. We are fond of saying, "That, to think clearly and logically is very hard work."

Nor is this all; we may say, too, with equal truth, that the greatest spiritual blessings are only gained by labor and agony of soul.

Only along the battle lines of brawn, brain and spirit, can man hope to gain fruitful victories. We may not, we cannot, circumvent this law of our being. The physical, mental or spiritual shirk makes a sad failure. Such will never know that life is worth living. "The sleep of the laboring man is sweet, whether he eat much or little." A mental

The average Yankee is ambitious of all knowledge. He would know a little of all things, and he knows all of nothing. The political and social gossip and the literary scraps of some newspaper, with the thin pages of a second or third rate fiction, make up the daily mental pabulum of thousands of our countrymen. It is sad, indeed, that they feed on this diluted drivel when the cream of English and American literature is within their reach. Yet this kind of reading may be excused in a mechanic or business man, whose chief thought must be given to his calling; but the teacher who indulges in this wasteful scattering has reached the limit of his growth and of his usefulness.

The true plan of successful study, in the schools or out of the schools, after the rudiments of an education have been mastered, is the thorough cultivation of a limited field. The talent and energy of the student miscarry because of continued division and diversion. Unity of purpose is the chief element of success in letters, as well as in business. The school-master supposes, of course, that, in order to attain to superior excellence in knowledge and learning, he must continue to work after the manner of the schools. No, no! Success can only be reached by an entirely different course. He who completely masters a single department of art or of science is a prince or a king among the learned.

We are continually told that "any method which sets the pupil in the track of investigation is good." You indorse this, do you? Then set *yourself* in the track of the thorough and exhaustive investigation of some useful department of knowledge. Let its pursuit and growth occupy many of the leisure hours of a lifetime, and you will ultimately have a criterion, a completed standard to which you may refer all other knowledge. Did it ever occur to you, my teacher friend, that the interest which one feels in the pursuit of any study is in exact ratio to the degree of accuracy and thoroughness insisted upon by the teacher or pupil, or by both, and that there is no surer way of maintaining that interest than by reaching after a nicer and the nicest accuracy? As in mechanical pursuits the strictest economy and finished execution are obtained by division of labor, so by the same dividing and concentrating method in our educational work might greater excellence be reached.

Knowing, as every thoughtful teacher must know, the superficial character of the instruction given in the school-room, and conscious, as he must be, that the practice of flitting from one subject to another results in mental dissipation and waste, it is strange that when he finds leisure for higher self-culture, any teacher should practice the same senseless scattering, and lose his opportunity in the pursuit, it may be, of what is called a post-graduate course to secure the cheapest honor in the market—a degree,—a goal unworthy a person of broad and independent mind. No wonder that it is in danger of death from ridicule! The broadest culture and rugged mental strength do not come from general acquisition of knowledge.

Men think; yes, all think. At every step we may meet persons with ideas. They are chattering all about us. But their talk is cheap; it costs but little and is worth little. It is sad to meet with so many who

have learned to talk, and yet have nothing to say which one wishes to hear. They have gathered a few common-place thoughts upon a multitude of topics and spend the precious hours of life in ceaseless repetitions of their borrowed wisdom, should there chance to be any wisdom in their utterances. In contra-distinction to these, you have met, and I have met, an unpretentious, scholarless lady or gentleman, attractive in honest simplicity, who had studied and most carefully pondered some of the hard problems of life, until the light of truth had shone upon them. "Self-educated?" There are none educated but the self-educated. "What we learn we know, what we are taught we do not know." The sponge may be filled to repletion, but it has no power of assimilation. "Wisdom cannot be gotten for gold." The old masters of literature, men of profound and independent thought, simply prepared themselves to give *quid pro quo*, and they left their trade mark, their personality, indelibly impressed on their work; and because of its strength, its unity, its individuality, it is immortal. The self-educated may be, are likely to be, a positive force in the world; while those who would gain their ends by any indirection ultimately fail for want of stock.

We should disabuse the minds of the young of the notion that something can be obtained for nothing, and they should be led to understand clearly that all values, of whatever kind, are obtained by labor; that each product is rated by the amount and kind of labor required to produce it. *Ex nihil, nihil fit*. The words New England and thrift are synonymous, because the sons and daughters of that land learned in youth this simple truth in the hard school of experience.

Several years ago one of the most distinguished educators in the country, competent to present any topic of interest in a masterly and thorough manner, was advertised to address the teachers of a first-class city on a subject of great practical value to any who are engaged in teaching. Each one of the several hundred teachers in that city was furnished with a special notice of a free lecture, given at 10 o'clock, Saturday morning, at a school building near the center of the city. The day was favorable, but when the hour arrived less than twenty-five persons were present to greet the lecturer—not three percent of the teachers of that city. Why this indifference? Simply because there was no motive for action. They saw no personal gain. Supplied as nearly all were, with long licenses, sure of their salaries and positions, why should they make any further effort for improvement? They were standing still, and they are now standing still, or grinding on at the old rate, "while time the ruts but deeper wears."

It is a rare thing now to find in the schools of such large cities earnest, progressive teachers. The ranks are continually recruited from the young and inexperienced girls who are sent out in large numbers yearly from the normal schools. Their crude and machine-like work hardly merits the name of teaching.

Much is written and much proclaimed from the rostrum in praise of popular education—and much that is true and good may be said. Burdensome taxes are cheerfully endured, costly buildings are erected,

endowments are secured, and all for what? That the youth of this good land may be well instructed in letters, in morals, and in civics. And how necessary that this work should be thoroughly done! You believe, and I believe, that the welfare of the individual and the life of the nation depend upon its faithful execution.

Eliminate the tyros, very many of whom have only a transient interest in the calling, cast out the fossils, and the unknown number of those who are unconsciously to themselves and to the community passing into that state, and what percent of live, growing, aggressive teachers will be left? How many chances, in a hundred, has a youth now of meeting such a teacher in the school-room? If he be fortunate, if he come for any considerable time under the influence and instruction of a true teacher, one conscious of his power and his opportunity and ready to use both conscientiously and wisely in the fear of God, that youth has fallen upon the best fortune that can come to him in this life.

How to retain the best talent now to be found in the schools; how to increase the number of superior instructors; how to induce young men and women, now in the profession, to rise superior to this over-mastering temptation to subsist, as best they can, upon small investments in the business of teaching; how, in short, to enlighten, to vivify, and substantially to encourage all those upon whom the success of our scheme of popular education chiefly depends, are questions paramount to all others which may claim the attention of this or any other assembly deliberating upon the interest of the public schools. But deliberate and resolve as we may, all will at last reach this sentiment:

"Labor is life! 'Tis the still water falleth;
Idleness ever dispaireth, bewalleth;
Keep the watch wound; for the dark rust assalleth;
Flowers droop and die in the stillness of noon.

"Labor is glory! The flying cloud lightens;
Only the waving wing changes and brightens;
Idle hearts only the dark future frightens;
Play the sweet keys, wouldst thou keep them in tune."

EXAMINATION OF TEACHERS.

BY E. S. WILSON.

The law very properly prescribes tests which they must meet, who would teach school. It is highly important that only they should teach who have the ability. Does the law's test meet this requirement?

Knowledge and moral character do not make up the full equipment of a teacher. They are necessary but are not sufficient. A person may hold an honestly earned and highly graded certificate, and yet be an incompetent teacher. A person may not be able to reach the required grades, and yet be a good teacher.

It is to this necessary but undefined increment of the teachers' equipment that I desire to direct this discussion. The tests expressed in the statutes involve simple problems that may be solved by proper knowledge and a good honest purpose. They require no treatment in this presence; but in another direction we are confronted by a condition

which must be met and disposed of. How far may an examiner proceed beyond the prescribed text-book tests, into the region of temperament, disposition, aspiration, habits, tendency, environment of the applicant? Can he go there at all, and if so, by what route? This is the imperial question.

We know that sympathy in a teacher is greater than an ability to parse; that enthusiasm is more important than a knowledge of square root; that a progressive spirit is better than a recollection of all the bays and capes in the corners of the earth. Is there a method by which the presence of these qualities in the applicant can be determined? The difficulty of this question must not relegate it to the junk shop.

I know there are wastes of sentimentality surrounding this inquiry; but I want nothing of it, except exact ideas. Knowledge does not make a teacher any more than a kit of tools makes a carpenter.

It has happened that we have certain lines of instruction along which exercise and development are carried. These lines are denominated geography, arithmetic, grammar, etc. They might have been something else, being the media and not the ends. They have been something else, will change again, are changing now. Great benefits are gathered along the way—but the end is power. So in applying tests to a teacher, a leading purpose is to find out whether he knows *how*, as well as *what*—that he radiates as well as absorbs.

I plead for a wider exercise of discretion by the examiners—a discretion that says to an applicant, “though you reach the text-book standard, you lack thoughtfulness, you lack energy, you lack ambition, you lack sympathy, you don’t read, you don’t associate with live people, you have no mission; in fact, you are negative as to many or most of those qualities of head and heart that impress, and rally, and lead, and develop children. Knowledge alone does not suffice; there must be wisdom too; there must be that love of the teacher’s duty which touches the child-nature—which inspires the youth to effort and pursuit.

Here are two young ladies applying for a certificate. A school is awaiting the result of the examination. One is stiff, angular, cross-looking, dowdy, snappish, suspicious, resentful; the other graceful, genial, neat, June roses in her cheeks and their fragrance in her heart. It requires 70 for a certificate. The first’s grade is 75; the second’s 65. To which will you give that school?

Again, looking from a different stand-point, our common schools are instituted to develop good citizenship. As the teacher, so is the school—so are the pupils. Therefore, he must be a good citizen, not a pedant, not a grammatical cinder, as Carlisle expresses it, but an intelligent, useful, industrious, moral, high-minded man or woman—one who invests life with duties and who pursues lofty ideals and purposes. Such a one the examiners should try to place in the school-room.

Now, this discretion must be wisely used, and, consequently, should be based on as wide range of information as it is possible to obtain. We cannot catechise upon these points as we can in school branches, and so the facts we want come to us obliquely, glancing from surrounding circumstances, which it should be our care to create. In other words, we

must organize the discretion that must serve this matter. It must not be the sway of misty notions. Discretion should be to text-book tests what equity is to law. Unregulated discretion is unbounded despotism, and defeats reform from the start. Hence, when the office of judgment is exalted, the considerations that rule should be understood and approved. Then a broader examination will be a success. But to particularize:

1. In the first place, we should make use of the examination itself to study the style, the disposition, the spirit, the general make-up of the teacher. There should be a few common sense rules printed for the government of the examination. Note how the applicant observes them. Otherwise there should be reasonable latitude. How does he comport himself? Does he watch you or does he want to get his back to you? Is he disorderly, slovenly, discourteous? How does he fold his manuscript? Is he snarly, suspicious, spiteful? Does he get himself into temptation and look upon another's manuscript? In short, examination day should be made of good use in determining the personal characteristics of the applicant, and whether they are good or bad for the school-room. Strict or liberal grading may be resorted to, to give effect to the intelligence thus acquired; or, if one may be a little conscientious upon this point, merit or demerit marks may be used to affect the aggregate of grades. But I want to say here that a little neatness, gentleness, sprightliness in a manuscript, even if it takes the wrong shoot on two or three questions, predicts better things for a class recitation than a full manuscript, scrawled and scrambled over by the lethargy of knowledge.

2. Theory and Practice is the strategic point in an examination. It commands the field. Ten questions in this branch alone may constitute a thorough and telling test. It not only relates to the laws controlling mental and moral development, and their application to text-book instruction, but it reaches to the creation of sentiment and taste, and to the sources of courage and duty. Pedagogy is the science of manhood, of womanhood. In its beautiful comprehension it asks you not only what you know, but what you feel, what you dare. We stop too soon in our psychology, and fail to reach those influences, suggestions and forces that put value into life. I press this point, that if our examinations included this phase of psychology, with some emphasis, they would serve to discover, though not finally, whether the applicant had a regard or thought of those amenities and purposes that adorn a true life. Let us take a grand view of pedagogy. Science is coming into our homes; commerce is arousing our sympathies; religion is reaching sunnier summits; art is touching life with grace and beauty; but education is the sum of them all, and the teacher must get into harmony with these advancing ideas. The catechism of yesterday needs revision. The pages of current literature are gleaming with live thoughts on the teacher's mission. They carry us forward, each with his own individual purpose and inspiration. To these heights of pedagogy must we ascend in our examinations if we would make our work the worthiest; and so our questions must be arranged to embrace this broad scope, to see if the teacher is lagging or in the lead.

3. Questions in general information should be added. These should relate to current events, general literature, simple science, and those lines of substantial knowledge which ordinary folk ought to know. A teacher who knows nothing outside the text-books is an ignoramus, and should not be tolerated in the school-room. General knowledge gives breadth, resource, power. It enables a teacher to illustrate, awaken curiosity, furnish the spice of variety, and answer many questions that ought to be answered. A person who can't tell you a character in the Merchant of Venice, the name of England's greatest statesman, or the size of the moon, and kindred facts, is quite too narrow to explain intelligently an analysis in arithmetic or grammar. Wide views tend to make one reasonable and sympathetic; contracted views are apt to make one exacting and intolerant. Our screens should be so gauged as to catch the former and let the latter drop.

4. There should be a premium on the progressive spirit. Continuous one-year certificates should be discouraged, if not abolished. At the same time there should be a constant stimulant furnished to enable the teacher to leave the ruts of text-book exercise, and to ascend to the higher planes of knowledge—altitudes that provide generous views of men and events, and flood the heart with the gladsome light of wide-stretching horizon. To accomplish this, exempt the teacher from re-examination in any common branch, when he has reached a high grade therein, provided he submits to an examination in a correlative higher branch? For instance, in my county (Lawrence), if a teacher has over 80 in a branch, he can, if he desires, continue that grade in his new certificate, provided he takes an examination in the higher branch associated with the one in which his grade is carried forward. If he should have 85 in arithmetic, he may have that grade renewed if he submits to an examination in mechanics. If, in the advanced examination, he gets below 50, he is given no credit in that advanced branch; if he gets over 50 that branch is added to the certificate to strengthen its character. In the process the teacher runs no risk. It is devised solely for his benefit and the school. If his grade is high in U. S. history, he may take general history as the correlative branch; for grammar we take rhetoric; for reading, literature; pedagogy, civil government; geography, simple science; physiology and hygiene, moral philosophy; penmanship, art. Now, this kind of an examination is not only educational, but it soon reveals to the examiner who are the ambitious, progressive, wide-awake teachers of his bailiwick—something he should know, and knowing act accordingly.

5. There should be a gradual elevation of the standard. The tests of to-day should be stronger than those of yesterday, because in the face of the accumulating demand for certificates, severer tests can be enforced. That is reason enough. It so happens that the interests of education and the teacher himself are closely interwoven here. I haven't time for the steps of the argument, but you see through it all—to the *ergo*, which is that low wages is a sign of educational dry rot. It is one of the things that a board of examiners can largely control, that a fifty dollar man cannot be kicked out by a twenty-five dollar man, because a twenty-five dollar man is not placed here to do the miserable work.

This is one way of cleaning and purifying the murky stream, of which Prof. Gordy spoke yesterday, and will answer the purpose well, until his more scientific processes are fully elaborated.

6. There should be at least one member on the board of examiners who is not a school teacher. There should be a link between the great, throbbing, bustling business world, and the system of instruction which prepares youth for practical affairs. The nearer we get our teaching to real life the better. Book men are apt to become bookish. Education should not be permitted to incur the risks of pedantry. Reality and ideality blend in the higher criticism, but in common every-day affairs, they are too lightly related. You have probably seen the lover in the comedy, courting his idol according to rules, which he slyly catches from a book in his hand. Well, no less awkward will you feel going into a bank with a school arithmetic as a guide. Not that the rules or principles are deficient, but because the problems are wholly different from what were expected. The profession of teaching is not to make teachers but citizens, and no affectation of learning will be able to solve the problems of the day which involve as much of willing and doing as of thinking and knowing; and which come to us, not down from cool serene summits, but up from the dusty valleys where the crowds are. The hope of American life is in staying with it. Common school education rests in the confidence of the tax-payer.

But apart from these generalizations, there are some direct reasons why a board of examiners should not be monopolized by teachers. I do not wonder that teachers are a mutual admiration society. I follow the procession and do a great deal of shouting myself. But when this mutual admiration breaks up into county areas and municipal coteries, quite impervious to excellence from without; when it stifles the competition of worth and supplies the schools from a sort of system of inbreeding of teachers, it is time for reform. There is as much human nature in a teacher as in anybody else; and the lofty and exacting criticism that is expended on the able and aggressive teacher who proposes to cross over from the next county to be a candidate for one of the highest priced schools, contrast astonishingly with the generous and effusive treatment of that smart boy or girl just out of "our" school whose certificate is to be a testimonial of "our" success and ability as a teacher. A well informed, thoughtful citizen should be placed on the board to watch this. Upon considerations of this nature a law has been passed prohibiting examiners teaching normal schools or classes to train teachers. It is a wise law and its violation should not be tolerated for a moment. A board of examiners must keep away from these complications, and be subject only to just and exalting influences.

And now after all has been said, after theorizing has been exhausted, we must admit that an examination of teachers at its best is not a perfect process. There is a feeling of insufficiency connected with it. But a board of examiners is not only a testing machine,—it is a great educational influence; and if made the most of can do more public good than any other official organization in our government. In his masterly address before the Superintendents Section of the National Educational Asso-

ciation, at Philadelphia, last February, Mr. George William Curtis declared that the board of examiners is the basis of our common school system, and that the first requisite of an examiner is a sincere interest in the cause of education. It is with him to make the aim high or low; he fixes the character of the development. And so he must be a man of intelligence, of high character, of pure purposes, of tireless energy. It is with him to keep every teacher of the county on the strain towards something better and higher. He may prescribe a test; he can do something greater—he can set up a goal. He must be a man of advanced ideas. He must be up with the science, the invention, the achievements of the day. He must be a reader of the *North American Review*, the *Forum*, the *Atlantic*, the *Arena*, the *Century*, and similar publications, where the progress and genius of the times sparkle in gems of thought. He must look ahead rather than behind. No man living does so much to fix the standard of life as the school examiner. The preacher and editor fall behind in this. As is the examiner, so is the teacher. He arranges the sweep of the trajectory, whether it reaches the stars or the mud. This educational influence supplements the weakness of the tests with responsibilities that cannot be shifted. If pedantry, or charlatanry, or shallowness is the existing habit, it is for him to interpose the conditions in which these blights cannot thrive. Low bents and false notions must be met by an inspiration that leads one upon broader and higher paths, from which life is seen, full of duties and possibilities that invest the soul with a brighter and better purpose, which is the very essence of education.

DISCUSSION.

F. B. DYER:—If you want to know how to raise children, inquire of an old bachelor; and upon the same principle, I suppose, some of us were assigned to discuss this paper because we are not examiners. However, I had an experience once, and my experience was somewhat like Whittier's first journalistic work on the *Hartford Review*. He was principally engaged at that time in keeping people from knowing how little he knew. I kept up the deception for about five years, and then gave it up and moved into another county. But I believe a few examiners, while accepting the suggestions made in the able paper, still fall into a few grievous errors. The suggestions of the paper are unimpeachable, unless it be the statement that there should be a non-professional man upon the board of examiners, and even that were good if we could have upon every board a man as much interested in education as the author of the paper.

The first object of an examination is to find out what the applicant does not know, and to show him that what he does not, and the examiner does know are equal.

The second object is to make the examination educational. Stimulated by the questions of rational examiners the teachers' libraries begin to grow, it is true, but by the addition of such volumes as "One Thousand and One Questions Answered," "Queer Queries," and other volumes of kindred character.

The third object is to show teachers how all-comprehensive

the common branches are. English spelling includes French and Spanish and Choctaw. Grammar includes Etymology and Prosody and Literature, and must be evolved out of your common sense, and cursed be he that first cries, "Hold! Enough!"

The fourth object, in apparent contradiction of all of these, is to provide available means of support to all those who are abler in fluency than in knowledge. This is done in grading the examination papers, with the character and circumstances of the applicant in view, by means of grades "for sweet charity's sake," and is a dangerous opportunity for the examiner, one which he should avoid. He must be careful not to allow his mind to be influenced too much "for sweet charity's sake."

The fifth object is one concerning which we had a caution from our president in his inaugural address. It is the custom of the examiners to lay stress on questions in local geography. Now, I believe in McKinley, and I believe in protection to home industry, and by the same token I suppose there is strong argument for drawing the county line against the imports of all professions; but if it must be so, it is a pity, for as long as that is true, as our president has shown us, the calling of teaching cannot stand upon a professional basis.

I wish to call attention to the method of certification presented by the president, which, it seems to me, has been slightly misrepresented. It was not the system of New York or of any other state, but the cream of all the best systems in this country. With such a system as that, we could have our calling upon a professional basis. I most emphatically endorse the scope of the plan as outlined.

Further than this, I wish to suggest that a mistake is made in the preparation of lists of questions in many cases. The examinations test knowledge and knowledge only, and the candidates burden themselves with facts, while the underlying principles are ignored. A technical examination upon a few isolated fragments of knowledge tests not at all the real qualifications of a teacher. The tests in arithmetic, for instance, deal more with the teacher's ability to work arithmetic than with his ability to teach arithmetic. Questions calling upon an applicant to give a sketch of the lesson, to state the principles he would follow in developing a lesson, or the order he would follow, better test the real qualifications of the teacher. One whose absence casts a pall over this Association, was wont to say to examiners, "Be broad, gentlemen, and let your examinations be broad." By a broad examination I understand these three things: First, it must test the applicant's knowledge of the subject as a science,—how strong, clear, thorough, and comprehensive a grasp he has of the subject. Second, it should test the applicant's knowledge of the educational value of the subject,—its value in physical, intellectual, moral, and aesthetical training. This implies an understanding of the mind of the child. Third, it should be a test of ability to present the subject to another mind. This may be, not only by questions on methods of teaching, but by means that will draw forth answers from which the examiner may judge how clear and vigorous a use of language the applicant has. If the examiner can find what preparation the applicant has, whether he has a real taste for literature, whether he

has force of will,—if he can discover the applicant's ability to arouse pupils to a determination to lead virtuous lives, I believe then he has attained the best results of the examination and will be able to mete out unto you according to your deserts; but do not be alarmed, this will not happen in our time.

M. E. HARD:—I simply rise to add what little influence I have to the sentiments expressed in the paper. The paper is good from beginning to end, and what is better, I know the writer of the paper practices what he preaches. It was my privilege a few years ago to be an examiner in an adjoining county, and I know he practices what he has preached to us this morning. I suppose that I was appointed simply as a part of an admiration society, first to compliment the writer, and then to compliment the two who were to discuss the paper, and I can do that most heartily.

E. S. COX:—In reading the other day, in Harper's magazine, a story by Howells, I read that a physician was called in to see a lady, and he found that she was suffering from suppressed sea-sickness. Owing to the very little time given for discussion in this Association, I am afraid a great many of us will go home suffering from a case of suppressed speeches. As it seems to me, one of the vital things connected with this whole subject of examinations is to lift the examination from the sphere of pedantry to the nobler plane of scholarship where it ought to be. To come down directly and pointedly to the subject, let me take for illustration a subject with which I am somewhat conversant, namely the subject of literature. With all courtesy to the State Board of Examiners, for I happened to be on that board once myself, and I know how to sympathize with them, I would say that sometime in the past I looked over a list of questions in English literature. They were good sound questions, but not such as would test a real knowledge of literature on the part of the examinee. They were questions *about* literature. In talking with a young gentleman a few weeks ago, I found he had obtained a certificate, and yet I could not find out that he had really read or studied a single production in the English language.

I would rather see that a candidate could appreciate a single sonnet of Wordsworth or Lowell, or one of Matthew Arnold's books, by telling me precisely what he knows about it. If I were an examiner in English literature I would be willing to submit such a test as this: What have you studied? What have you read? Name a single production you have read and tell me of it in such a manner that I shall know you have caught the real spirit of the work. If you cannot do that, you know nothing about literature.

Examinations should test real intellectual power. While in one sense the examinee may answer the questions put, he may not show the work of a cultivated human being, and I cannot grant that person a certificate. When we can take as a standard the marks of real cultivation and power, then I think we may certificate teachers aright. When we do this I think we are taking a great step towards excluding the whole race of pedants from the profession of teaching, and handing it

over to our successors as a profession dedicated to real intellectual power and breadth.

F. TREUDLEY:—I heard as much good, hard sense in the paper of Mr. Wilson as I have been privileged to listen to upon any subject. I enjoyed every word of it, and especially that part which says that the value of the examination is not as a test but as a goal, and that it is of value when it can train teachers to see that over and above mere text-books and words, over and above the letter that killeth, stands the spirit that maketh alive. What is it to be a teacher? What is it that causes a man to stand before a child and teach him to see? We need to cultivate the power to bring light upon the subject that is at hand. We want the spiritual element, we want the sort of an ideal that produces a reverence of soul, that lifts a man or woman up out of the ruts, where we cease to tithe the mint and anise and cummin.

ALSTON ELLIS:—I do not know that I should rise to make any remarks upon the work of the State Board of Examiners, but I have in mind that all wisdom did not die with the board that we succeeded three years ago. I have had some experience in studying literature and that experience has led me to be very charitable toward short-comings in that direction. A man might use much of this life in studying literature and then not know all about the daffodil of which some poet has written. The danger is that we as specialists are apt to make too much of our specialty. I would like to make my examinations in literature a little wider, but if I do I am well satisfied that the applicants would not be able to stand it. At the examination we had last week the highest percent received by any applicant was 75, simply because I was trying to follow out the line a little which the speaker pointed out. Now you have to grade those papers very liberally and you must not forget that the subject is very broad. I might say in concluding that the examiners in English literature since the days of my friend's official life, were Dr Hancock and myself.

E. S. COX:—I think the gentleman has misunderstood me. I do not know who prepared the list that I happened to see. I want to say further that the gentleman has misunderstood the trend of my remarks in one particular. I would be as far as any one from claiming that we should unduly magnify our own specialty; but I do maintain that the examination should be real, and so far from making the examination unduly broad, I would be willing that the examinee should choose a few productions and be examined on those, to show that he had really done some genuine work in studying one of the masterpieces of the English language.

SEBASTIAN THOMAS:—I would say in the beginning, to relieve you all, that I am not an examiner, because my father is dead; and I shall never be an examiner, because my wife's father will never be probate judge. He is dead too. If you give me a list of examination questions, I think I can usually tell the man who makes them. I have looked over lists of questions given to the graduates of colleges, and I think they would be fairer questions than some I have seen given our country teachers. When you have on your board of examiners a

lawyer who can barely make a living, and a farmer whose acquaintance with literature is confined to the almanac, you may expect such questions as this: "Reduce $\frac{1}{4}$ to eighths, and analyze the process." I would like to ask Dr. Adams, if I wish to find out whether he is capable of teaching a district school in Frogtown, to name all the cabinet officers from Abraham Lincoln down to the present time.

This is my argument: Get better men to examine our teachers, get the very best teachers to examine our teachers, and if you can't find them in one county go to the next, and if you can't find them in the State go to New York.

FREE TEXT-BOOKS.

BY W. W. ROSS.

The American public school system, born and cradled in the woods and among the bleak hills of Colonial New England, the outgrowth of liberty, of democracy, and free institutions, and at the same time their inspiration and safeguard, is, notwithstanding occasional expressions of misgivings to the contrary, in this country to stay; and, I will venture to say, not only to stay, but to develop and expand until the public school shall be in every respect free to the multiplying millions of our people. It will perish only with the decadence of our free institutions. The destruction of the one involves the destruction of the other.

Against the inertia which comes of the indifference of ignorance, in the face of the opposition which selfish property interests always manifest to any system of just governmental taxation, in open, or covert conflict with that religious zeal which is honestly concerned at the absence of that special religious instruction which the undenominational character of the public school seems to necessitate, and with that more selfish ecclesiasticism which, jealous of hierarchal power, affects to see only evil in religious school instruction not under special church control, in the face of all opposition, the American public school has grown from a provincial to a national institution, and has come to be recognized every where, south and north, as the chiefest pillar of the state.

There may be conflicts ahead, but we see no occasion for alarm at what some have assumed to regard as reactionary judgments in last year's elections in Illinois and Wisconsin. In an election like that of last fall, in which great national economic issues were at stake, no judgment can be formed of the status of public opinion on school legislation only incidentally involved.

We may be assured that the American people will never entrust the great work of public education to parental volition alone, nor will it relegate that work to exclusive church support and control. There are enterprises too gigantic in their character, there is work of too vital moment to the state, to be surrendered to uncertain individual or ecclesiastical support and control, the latter being especially uncertain where there is as with us entire separation of church and state. There are financial burthens which should be borne by the entire wealth of the state.

Between nationalism on the one hand and the freest possible individualism on the other, there is, every one must recognize, a legitimate sphere for state and communal action, and by the irrevocable decree of the American people, to this sphere belongs the work of providing for the education of the American citizen.

At a time when Australia has demonstrated the perfect feasibility of the economical management of even railroads and telegraphs by the state, at a time when the drift of public policy is setting strongly in the direction of the municipal management of great enterprises which concern the entire public and require large aggregations of wealth, and which constitute natural monopolies, in order that the entire community may share the profits and rewards that else must go to swell enormously the fortunes of the few, in this age of great aggregations of population in metropolitan centers, in which the individual is so necessarily swallowed up in the community, there is no danger that public education shall cease to be a matter of public management and concern. Personally disposed to look with disfavor upon so-called paternalism in governmental policy, and to regard as best the utmost freedom of individual action, provided natural opportunities are left open and free from monopolies and taxation is equally and impartially adjusted, nevertheless I welcome and approve as I know the American people do the paternalism of our public school system, as eminently wise and just. It is socialistic, communistic and paternal in its character, but it is paternalism, not of the primogeniture order that impoverishes the whole family to foster and paternalize the first born. It is paternalism exercised in the interests of the millions who need it, rather than the upper ten thousand who do not need it, but who nevertheless generally reap all the advantages of a paternal system of government, and that too, at a sacrifice of the interests of the less fortunate millions. It is a paternalism that righteously lays its hand upon the wealth of the state and forces it to contribute to the education of the children of the millions who have created that wealth, and but for whom it would not be wealth at all.

There may be yet many matters demanding adjustment as to the limitations and requirements, if any, under which individual and church action may be permitted and encouraged to carry on systems of education parallel with or in co-operation with that provided for by the state. Moral and religious instruction may play a more prominent part than heretofore in public school work, but it goes without saying that a system of public education sustained by public taxation is and will continue to be, a part of the written and unwritten constitution of the American Republic; and with these preliminary propositions as a basis of argument, permit me to say there is no valid reason why the philosophy which justifies this fact and policy should not be followed out to its logical sequences in Ohio and every state of this Union.

MASSACHUSETTS.

Massachusetts, the mother of the system, has done so, and can now boast of the freest system of schools in the world. As early as 1825, she provided for free text-books for indigent pupils. Later,

recognizing the fact that if the state taxes its wealth to provide for public education, the people are under obligation not to neglect their privileges, she hesitated not to legislate for compulsory school attendance.

Recognizing still further the illogical and inconsistent character of legislation forcing school attendance upon her children, including the children of poverty, whose parents oft-times could scarcely afford them the necessary food and clothing, the injustice and possible inhumanity of such enforced attendance without furnishing the means necessary to make such attendance profitable, except upon the humiliating condition of a plea of utter poverty on the part of the parent, Massachusetts at first, in 1873, timidly provided for permissive free text-books by community action or for local option, but in 1884 she bravely decreed by mandatory legislation that within the Commonwealth of the proud Bay State there should thereafter be not only free school buildings, free furniture, free apparatus, free fuel, and free ink, but free copy-books, free slates and pencils, free stationery, free text-books, free everything, and this most happily and logically effected the completion and perfected the harmony of her system of public education by making her schools absolutely free to all her people.

OHIO.

Two years ago the Ohio Legislature surprised the school men of the State by the passage of a most excellent compulsory school attendance law. It was not the school-masters' work. For a third of a century they had been seeking in vain for legislation in other directions. They, nevertheless, hailed it as a grand step forward, as an educational triumph especially encouraging in that it was the spontaneous expression of the good sense of the people without partisan division and with practical unanimity of action, an expression of the people's judgment of the eternal fitness of things.

By this advanced legislation, wise and logical in itself, is logically demanded another advanced step that shall decree that in the public schools of the State, with every thing else free, there shall also be free text-books. Compulsory school attendance and the compulsory purchase of school books are in a measure irreconcilable contradictions. The truant officer says to the child, "You must attend school," and the teacher or other school official says, "Go home and stay there until you have purchased the requisite books." The enforcement of both is impossible, even by the omnipotent power of the state, and if possible, would often involve hardships, but little mitigated by the fact that an invidious way of escape is provided through a plea of indigency.

And why should not Ohio, following in the steps of Massachusetts, provide for a system of free books to be loaned by each community to the pupils of its schools? What are the objections to free text books?

OBJECTIONS.

It is urged that people and pupils will better appreciate that which costs them something; that free text-books would cultivate a spirit of dependence; that second-hand books might be the means of disseminating contagious diseases; that the purchase and ownership of school

books form nuclei of home libraries, and are inspiring souvenirs and valuable for future reference and study; that the state should only furnish what the individual or the family cannot afford; that it would increase taxation, and this increase of taxation might react against and endanger the whole school system, in consequence of the antagonism and protests that might be aroused against it by the rapidly concentrating wealth of the State.

Upon this last objection, the only one, I apprehend, that would have any real weight in influencing legislation, or determining the adverse judgment of timid and conservative school men, we shall have something to say further on.

In response to circular inquiries sent out by the Iowa State Board of Health, 250 physicians from different parts of the United States, whilst conceding the possibility of the communication of contagious diseases through second-hand books, were unanimous in the statement that they had never heard of a case.

Similar unanimous testimony on this point has been given by twenty-eight leading towns of Massachusetts, operating under a system of compulsory free text-books. The stringent sanitary regulations of our public schools, the fact that school books are never favorites in the sick room, so minimize all danger from this source, and the further fact that the objection would hold with greater force against the public library and all forms of circulating currency, coin or paper, that we dismiss it as unworthy of serious consideration.

Under a system of free text-books pupils would be at liberty, as now, to purchase books of their own, but experience has shown that not one pupil in a hundred does so, even in the wealthy state of Massachusetts.

School books are seldom consulted, except by the professional teacher, in after life. Their chief value is as a means to an end, and with the end effected, their value is largely lost to the individual. After the lapse of a score of years they would be uncertain guides except in the more exact sciences, and in most departments in which they would possibly be consulted the owner has outgrown their elementary character.

The saving of expense to the family which a system of free text-books would bring would make possible a home library of permanently valuable books, and the wider range of miscellaneous literature to which such a system might introduce the pupils of every school-room, ought to and would stimulate the acquisition of such home library.

It is a question whether a free public library does not eventually stimulate rather than check the accumulation of libraries in the home, and if free libraries or free text-books should have any such questionable effect, the minimum of evil would be more than counterbalanced by the greater good the free books in either case would bring to the larger number of homes.

But it will create a spirit of dependence and be a premium for idleness. Rome perished, it is said, when her people, once independent and self-supporting, became the servile recipients of public

bounty and lived upon the corn wrung from the provinces and freely distributed in the markets of the imperial city.

Strange it is that legislators and educators even can look with such obliviousness and even approval upon class paternalism in governmental policy, and yet affect to be so fearful that an infinitesimal application of the same policy in the educational interests of the masses should result in the demoralization of the poor.

Rome perished when a fostered few hundred had absorbed the wealth of the Roman world, and thereby forced the population to live upon the imperial bounty.

The objection to free text books based upon the consideration of their inducing a spirit of dependence, or that appreciation of educational privileges can only come at the cost of personal sacrifice, would justify a return to the rate bills common in New England even a third of a century ago, and would in its ultimate analysis strike down our whole system of free public schools. It is difficult to see why on this ground there should be any greater objection to free text-books than to free tuition, free fuel, free furniture, free apparatus, or free buildings.

The first ten years of my teaching was in the academic schools of the olden times, on the Connecticut Western Reserve, and in contrasting the ambition of those academic pupils with indifferent high school pupils, I doubt not I have sometimes rebuked the latter by suggesting that they would be more appreciative of their privileges if they had to pay for their tuition, and yet in all probability the payment or non-payment of tuition had nothing to do with the difference in either case. The pupils of the old academies were academic pupils because of their ambition, and that ambition would have made them students as well with free tuition and free books as without them. The foreign pupils in our public schools are no better scholars or more studious than those who have no tuition to pay. The pupils in our public schools are no less scholarly, no less manly and independent, than the pupils of private schools. The fact is, the American people do not regard their public school privileges in any sense a public charity or public bounty conferred by the state. They recognize the fact that the people and the state are one, and that the support of a system of public education is self-imposed upon themselves as a people, and they as proudly enjoy its privileges as they bravely and patriotically bear its burdens, and they would do the same with free text-books as with free tuition and other free appliances. The sacrifices made by the poor in securing to their children an education are under any circumstances vastly greater than those made by the rich.

The doctrine that the state should do nothing for the family that the family can do for itself, would logically convert any public schools into pauper schools, and any attempt to meet the requirements of the case by making a distinction between those who are able and those who are not able to purchase books, if effectually done, as I apprehend it is not any where in Ohio, would draw a caste line of poverty and pauperism through every school-room of the land, at war with that spirit of self-respect and manly independence which it is the patriotic

aim of the schools of the Republic to develop in its future citizens. I think the people are prepared to recognize that in educational provisions, they may very properly do for each individual what can be better and more economically done by the people in their aggregate capacity than in any other way, and this will include free text-books, as we shall endeavor presently to show.

But why not, the objector urges, apply the principle to free boots and shoes, free hats and caps, free clothing and free food and shelter, all of which are necessary to school attendance?

Whilst the reply may very properly be made that text-books are an artificial necessity created by legislative action providing for compulsory school attendance, and the use of prescribed books, and that food and raiment are necessities independent of state action, we are also prepared to say that, when the exigencies of the child require it, the community is under every obligation, humanitarian and patriotic, to furnish food and raiment even in order to school attendance. If it be said that unless this practice were universal it would be subject to the same objections that we have urged against conditionally free text-books for indigent pupils, we say yes, but, if the stern realities of our social condition make it necessary to draw the line of poverty and charity any where, let it affect as few as possible, let it be drawn as far away as may be from the administration of the school room.

We recognize the force of the objection that a free text-book policy would do away with the retail trade in school books. This trade, however, is so widely scattered and forms so inconsiderable a part of any single business, and is so subject to losses incident to school book changes, that it is a question whether it is not a source of more annoyance than profit to the individual trader, and whether there would not be an adequate compensation in other directions, even to him, as a result of the large saving to the community that would follow from the policy of free school books.

But all these objections combined weigh as nothing, it seems to me, as against the positive advantages of free text-books.

The policy is not an untried one. It has prevailed for more than seventy years in Philadelphia, for more than fifty years in New York, and in Newark and in some other leading cities of New Jersey for a quarter of a century. The city of Brotherly Love has the honor, undoubtedly, of being the first city in America and in the world to inaugurate the system.

Whilst about twenty states have made no provision for gratuitous books even for indigent pupils, about eight, including Ohio, have done so for such pupils only.

Seven states have permissive statutes, granting local option in all cases. For the last seven years Massachusetts has had a compulsory statute, and Maine, the first of permissive states, since August of last year, and, I understand, New Hampshire and Delaware have joined the ranks of free text-book states the present year.

The universal testimony from the cities that have given it a long trial, from the permissive states, and everywhere in Massachusetts, is

one of unanimous and emphatic approval. It is discarded in no town that has ever given it a trial.

The advantages claimed for it are everywhere proven by experience.

ADVANTAGES.

It increases and prolongs school attendance, and will thus help to lift the cloud of illiteracy, one of the most threatening dangers of our free institutions.

To the necessity for this prolonged attendance your attention was ably and eloquently called in the Annual Address of last evening. Although the facts are not as bad as misleading statistics that sometimes find a place in our educational journals and even in school commissioners' reports would indicate, as we showed before this Association many years since at Put-in-Bay, although I know that in our own schools this year, of the one hundred pupils who eight years ago entered the lowest primary more than fifty percent were graduated from the grammar grades, and of the one hundred that twelve years ago entered the lowest primary, as high as eighteen percent were graduated from the high school this year, and I believe that these figures will approximately obtain in the schools of Ohio, nevertheless, we all know that much larger numbers especially of the boys should complete the public school course, and greatly larger numbers should continue into the college and the university, and I believe free text-books would contribute to this desirable end.

The abolition of the rate bills in Connecticut, New York and California, scarcely more than a third of a century ago, tuition charges of less than three dollars per year on all pupils except those excused for extreme poverty, resulted in an immediate increase of eleven thousand in the school attendance of Connecticut, seventy-eight thousand in New York, and a corresponding increase of six percent in California. Relief from a corresponding expenditure of about three dollars per year for text-books would unquestionably result in a large increase of school attendance all over the land, especially in the grammar grades and high schools, as is clearly shown by all the reports from the towns of Massachusetts.

We all know from personal experience that large numbers too proud to ask for a charitable donation of books are driven from the public schools, and especially deterred from continuing the work of the upper grades by the cost of text-books, which, in the homes of poverty, where the fierce struggle for food, raiment and shelter is often a losing battle, and in large families in moderate circumstances, becomes an onerous burthen.

Free text-books would reach just those who most need the conserving influence of the public school, and might save many a rough diamond to become an ornament of the state.

When this question was before the Massachusetts Legislature, the member from Westfield, whose attention had never been directed to the subject, but who was reminded, by the discussion, of his own school days, rose and said :

" I remember the first day I went to school. The mistress came and

put her hand on my head and said, 'you are coming to school my little man, are you?' I said 'yes.' She said, 'where are your books?' I replied that I had no books; that my father was a poor man and that he said all he could do was to get bread for us. The teacher turned to a boy sitting near me and said, 'Perhaps you will allow the little boy to look over with you.' He kindly consented, and the little learning I have I obtained from borrowed books."

The effect of the speech, it is said, was magnetic, and Massachusetts decreed that thenceforward the children of her poor should in her school-rooms neither be subjected to the humiliation of being forced to receive private charity, nor the public charity which the caste distinction of conditionally free text-books implies, but that all should be placed upon the broad plane of equality implied by text-books freely loaned to all.

Again, a system of free text-books would do away not only with caste distinctions in the school-room, but also with those temptations to dishonesty, which any serious attempt to supply the needy alone will always bring. Ohio, I think, has never made any such effort, but in Massachusetts under the former regime, it seems, whilst there were sensitive poor who shrank from the publication of their necessities, there

hundreds of others, among them tax-payers to the amount of hundreds of dollars, who clamored for and received of the public bounty, more than one-half of her 30,000 grammar school pupils receiving one or more books as "indigent pupils," and in some large grammar schools as high as 96 percent. These are remarkable but well authenticated facts. The cost of supplying so-called indigent pupils in the city of Boston, before the passage of the compulsory law, was one-third as great as the present cost of supplying the entire enrollment of 60,000 pupils, the former cost being 33 cents and the latter 97 cents *per capita* of the membership.

SCHOOL EFFICIENCY.

A system of free text-books would greatly facilitate and expedite the organization of the school and all new classes, days and even weeks sometimes being largely lost in waiting for pupils to supply themselves with the necessary appliances. Even as late as the holiday vacation of this year some of my teachers were complaining of pupils who had been the entire term without some of the requisite books, and I presume the same complaint could have been made at the close of the year. What a vast saving not only of time but of friction between teacher, pupil and parent, the system would secure! Everything would be in running order on the first day of school, with improved classification and that uniformity of text-books so difficult at present to secure in country schools. The plea of "no book" that now covers such a multitude of delinquencies, retarding the progress of the bookless one and all others, would no longer be heard in the land.

It has been estimated that it would result in a gain of ten percent in attendance, which means about a million in the whole country, and 25 percent in school efficiency.

ECONOMY.

The practically strongest consideration for free school books may be based on the all important ground of public and private economy. School boards, by purchasing at lowest wholesale prices could obtain the books at about one-third less than the present retail rates paid by the parent. Instead of being thrown aside as worthless in the homes when not half worn out, the same book could be made to do double and treble service through successive classes, answering the demands, I doubt not, of half a dozen classes in the high school.

Experience has shown that books thus loaned are much better cared for than those owned by the pupils themselves. Under the watchful care and monthly supervision of teachers, pupils can be taught to respect and preserve the value of property as they cannot with ownership in the pupils.

There is no longer ground for the practical assumption, this is my property and if I choose to dogs-ear, mark, paint, cut and otherwise deface and destroy it, it is no one's concern but my own and my father's, who of course will never hear of it but who wonders why he has so much school material to purchase.

The extravagant and even reckless use and destruction of school material and school books by pupils, now not uncommon, might be largely remedied by a system of supervised free supply. Only last week, one of our high school girls, in very moderate circumstances too, told me that she had used up two dollars' worth of tablet material the last year, almost entirely in algebra work. No wonder that parents complain of such reckless expenditures!

It is not extravagant to say that by such a free text-book system, school-book expenditure might be reduced to one half the amount at present paid by parents. This would approximate one million dollars per year in Ohio.

The sales of the school book publisher might be somewhat affected, but the public judgment would suffer no apprehension that he or his children would come to want thereby.

The system, also, without increase of expenditure, by a system of exchanges, would make it possible in any town of a thousand pupils to use three or four or a half dozen sets of readers besides much of miscellaneous literature. The town of Newton, Massachusetts, reports its 4000 pupils as reading as high as ten sets of readers in some of the grades, besides much other valuable literature. A similar system of exchanges would be feasible in the schools of a township.

Who can estimate the gain in culture and in the formation of reading habits that would follow from such extended reading?

There would be no loss as now from change of residence, a loss that falls most heavily on that class, our itinerant population, who are least able to bear it.

COST.

The yearly cost of free text-books and all other school material would not exceed one dollar per capita on the school enrollment. Philadelphia reports the annual average cost per capita as varying from eighty

cents to one dollar; Boston at 97 cents, and as low as 71 cents in 1888; Springfield, Mass., at 88 cents: Fall River, Mass., at 64 cents for ten years; Pittsfield, Mass., and Saginaw, Mich., at 50 cents, and some other towns in the east and west, as will be seen in the June number of the OHIO EDUCATIONAL MONTHLY, as low as thirty-five and even twenty-three cents per pupil for the entire year.

And here I wish to acknowledge my obligations for facts and material to the able contributions on this subject in the columns of the OHIO EDUCATIONAL MONTHLY by Superintendent Treudley and Dr. Findley.

The burthen of objections to free books in the interchange of views on this subject at Lakeside last summer, seemed to be the small average annual cost of such books to the parent. Much more forcibly should a cost not half as great remove all objections to throwing this lighter burthen upon the taxable wealth of the State, especially in view of the large aggregate saving of expenditure thereby.

With the removal of this objection goes, I apprehend, the only practically weighty objection to legislative action, for whatever other points may be made, it is the dread of increased taxation; it is the disposition to personify wealth and set its assumed rights and interests over against those of humanity and the people; it is the old, old selfish feeling first born of the Fall, I am not my brother's keeper, I am under no obligations to contribute to the education of my neighbor's children and it is injustice to make me do so,—it is this that has chiefly to be combatted in the progress of free text-book reform, as it has been in the past in all other free educational provisions.

I have in years past sympathised with and partaken of the apprehensions that free text-books might so overload our public school systems as to prejudice their interests in the minds of the wealthier classes, but the more I see of the losing battle the people are everywhere waging against the combinations of concentrating wealth, the monstrous injustice to the poor and the outrageously unjust exemptions of wealth in prevailing systems of national taxation, the more I am impressed that there should be no scruples about demanding, not charity but this scant measure of right and justice in the interests of the children of the American people, in the interests of the state, in the interests of wealth itself; for it is safer far for wealth to bear all the burdens of public education than to invite the whirlwind of destruction that frenzied ignorance is capable of inflicting, with the blazing torch plunged into Tuilleries or magnificent railroad depots, or in such cataclysms as the French Revolution.

In this connection it should not be forgotten that the accumulated wealth of this country, as wealth, pays not one cent of national taxes, not one cent of our national expenditures, not one cent to our righteous pension fund, not one cent toward the liquidation of our national debt. By our national system of indirect taxation, these burthens are borne by the relatively poorer classes, the propertyless millions, not according to financial ability, but in proportion to the size of their families, the number of their children, the amount of their consumption.

Corroborative statistics show that the United States is practically

owned by less than 250,000 persons; that less than 100,000 persons, and according to some estimates, less than 25,000, own more than one-half the entire wealth of the country; that there are one hundred fortunes that aggregate three thousand million dollars; that there are 2,500 fortunes ranging from one million to three hundred million dollars each.

It should not be forgotten that these fortunes and this wealth are entirely exempt from national taxation; as are also those one hundred American incomes that average each one and a half million dollars per year, and that new York income of \$20,000 per day; that it is the propertyless 62,000,000 of our population that have paid off our national debt, that pension our American soldiers, that build our navies and run the general government; and that in the opinion of some, by the adjustment of our indirect system, in the interests of wealth, also pay six-fold more to the wealthier classes than they pay into the national treasury.

Have this 62,000,000 no claim on the 250,000, when by their very presence they give to the possessions of the latter all the value they have, to say nothing of their agency in its production?

An eminent American historian has said: "There is nothing meaner recorded in history than the efforts of wealth the world over to escape the burthens of government and saddle them on the poorer classes."

Senator Sherman, in a speech 18 years ago, said: "A few years of further experience will convince the whole body of our people that a system of national taxes which rests the whole burden of taxation on consumption and not one cent on property or income is intrinsically unjust."

But that time has not yet come. In the meantime, and in view of these facts, what occasion is there in the name of reason for Ohio or any other state to scruple as to the propriety of taxing this untaxed wealth to secure free text-books for her schools? Why exalt the sacred rights of property so far above the more sacred rights of the man? Such taxation is demanded in the interests of school efficiency, of economy, of public policy, and of justice to the masses.

If this be but one of the preliminary skirmishes in the battle everywhere waging between wealth and poverty, it is a skirmish that I do not believe wealth would care to win. It did not in Philadelphia and New York and Massachusetts, nor do I believe it will care to win it in Ohio, whenever the people are ready to make the call. At all events, the policy of free text-books has won, is winning, and will continue to win its way, opposition or no opposition.

It is an age in which the cry of human poverty and suffering that everywhere pierces the heavens cannot be silenced by the sneering assertion that poverty is simply the result of thriftlessness, intemperance, and other forms of dissipation, that parents can find plenty of money to spend for whisky and tobacco, but nothing for school books. This is only one side of the picture.

I, too, have delighted to picture the one-and-a-half million thousand-dollar American homes that might be saved to the people every year by cutting off the annual expenditure of 1,500 million dollars for

tobacco and intoxicants; but I cannot fail to recognize that with single fortunes of three hundred millions built up in a generation, which means an annual salary of \$50,000 per year for 6,000 years, and all expenses paid, homes for all the people owned by themselves is a mathematical impossibility. With such an unequal distribution of wealth, enough cannot be created to go around.

We must recognize in our school legislation that whilst thriftlessness, intemperance, and vice are prolific sources of poverty, poverty, also, is a prolific source of thriftlessness, intemperance, vice, and crime. When no ray of hope lights up the future, demoralization soon follows.

Happily we have reached a time when it will not do for the church to be satisfied with taking an upper ten thousand heavenward on golden wings of wealth, whilst the millions are crushed downward under poverty's iron heel. Whilst the chief work of the church undoubtedly must be directed to the heart and the formation of individual character, it cannot safely ignore any more than the state, the social and material conditions of the people, as important factors in their Christianization and elevation; and should hail every reasonable effort for the improvement of those conditions, a fact clearly recognized by General Boothe and his sainted wife, leaders of the Salvation Army, in their work among the poorer classes and the slums of England.

It may be true, deplorable though it be, as Gen. Francis A. Walker said in his address last Holidays at Washington, as president of the American Economic Association, in criticism of the aspirations of the Nationalists, that history shows that all exertions for the amelioration of mankind must necessarily be confined to very narrow limits; but if true, there is the greater reason that the little that can be done should be done, that its fruitage may result in greater things. The policy of free school books is certainly within these narrow limits. Its wisdom and practicability have been demonstrated by years of trial in Philadelphia, New York and Massachusetts, the universal testimony in the latter State and in all other states where it has been locally tried being in unanimous confirmation of all the advantages claimed for the system, with no disadvantages worthy of consideration.

Where Massachusetts leads the way Ohio need not fear to follow. The measure will strengthen our whole educational system, particularly our compulsory attendance laws. The latter can hardly live without it. It will meet the general demand for cheaper school books, a demand which, whether reasonable or unreasonable, will not down, and which has already resulted in much disastrous legislation in our western states, and is likely to result in much more. It will settle, I believe, the school book war forever, and in the only feasible way it can be settled, so as not to sacrifice the interests of the schools and that freedom of competition among publishers and authors necessary to the best books.

Give to each board of education, municipal, township or county, as the one or the other shall be the unit of the school system in the State, the power to purchase such text-books at wholesale rates as they may choose to adopt, to be freely loaned to pupils, and you will have secured

the only uniformity that is desirable, and will have met the demands of the hour.

Experience, I believe, is already demonstrating the truthfulness of the judgment long ago pronounced in the forum of reason that state uniformity, whether secured by state decree, state contract, or state publication, must always prove a disastrous folly. This legislation and the Ohio text-book law do not measure up to the requirements of the case. They will prove but temporary and unsatisfactory expedients.

In the policy of free text-books owned by the local boards, with all the diversity their action implies, lies, I believe, the ultimate solution of this question, the State possibly exercising, as in the present Ohio law, the right of limiting the wholesale rates whenever syndicate arrangements shall seek to interfere with freedom of competition among publishers. Let the Ohio Legislature direct its legislation along this line if it would do a work of real reform.

But upon this point I cannot dwell, as I have already exceeded my limits, and I will close with the expression of the hope that when Ohio acts she will not stop with a permissive statute, but that her action will be mandatory, possibly providing that the text-book fund, like our present tuition fund, shall be created in part by a general state tax, that the wealth of great centers may pay a fraction of the debt it owes to all sections of the State; then can Ohio boast with Massachusetts that her system of public schools is free in the broadest and fullest sense of the term.

DISCUSSION.

E. A. JONES:—Had I been called on three or four years ago to express my opinion on this subject, I should undoubtedly have opposed the measure. I was wont to think that it was the right and duty of the state to provide the school building, furnish the teacher, and supply the reference books and maps and all those things that are to be used in common by the school; but it was not the duty nor the right of the state to furnish those text-books and the school supplies that are for the individual use of the pupil. But the discussion that has been going on during the past two or three years, I am free to say, has changed my mind. I was wont to think that the objections to this measure outweighed any advantages, but I am free to say that the experience of those states where this plan has been tried shows that this is not the case; and we must be governed by the results that we find in these states where it has been tried.

There are two things that have directed our attention, for the past two years, to this subject. One, as stated in the paper, is the enactment of a law in Massachusetts in 1884 providing that free text-books should be furnished to every pupil in the public schools, and not only free text-books but all school supplies. Other states and individual cities have followed, and in some cities the plan has been in force for many years. Now, as was admirably stated in the paper, and presented to us by Supt. Treudley in his articles in the *Educational Monthly*, the results in Massachusetts and cities where this plan has been tried have been most eminently successful. There seems to be a remarkable

degree of unanimity in favor of the system on the part of the educators in those places.

The most vigorous opponents have become the supporters of the measure. We find Sup'ts Stone and Dickinson unanimous in their statements that good and only good results have followed the enactment of that law. We find that in the State of New Hampshire the law was passed, and such have been the results attending the enactment of the law that the superintendent recommends that the law that was permissive should be made mandatory, and I believe that these results would just as surely follow the enactment of such a law in the State of Ohio. They are uniform in their agreement that it has cheapened the price of books and increased the length of time that books can be used, and they agree in this important thing that it has greatly increased the attendance of the pupils upon the public schools, especially in the grammar and high schools, and that is something most earnestly to be desired, for we lament the fact that a large proportion of pupils leave the schools long before they enter the grammar grades and high school.

We are apt to think that the expense of books is not so very much, but I fancy if we were to go through some of our cities among the poorer families, we should realize that it is a burden upon these families. It is true that the large families are among the poor, and I believe it is this burden that prevents many from going on through the grammar and high school grades. It is also agreed that this plan leads to a better care of books. I thought that they would treat these books carelessly, but the results show otherwise. A second thing that has directed our attention to this subject is the compulsory school law. The furnishing of free text-books is a logical outcome of that law.

I wish to emphasize what our friend Ross presented with reference to legislation. I am fully convinced that the enactment of such a law in our State would be of great advantage in our work.

PUBLIC SCHOOLS AS A MORAL FORCE.

BY R. H. HOLBROOK.

[Mr. Holbrook spoke without manuscript, and promised to write out and send his speech before sailing for Europe, but it has not come to hand,—EDITOR.]

DISCUSSION.

C. S. WHEATON:—I am not a philosopher nor the son of a philosopher, and I do not feel competent to discuss this question from a philosophical stand-point, as Prof. Holbrook has done. I confess that I became a little nervous, and thought for the first half hour of the address that perhaps I had mistaken the subject which I was to discuss. Perhaps I do not know Prof. Holbrook as well as you. Doubtless you knew that in due time the subject would appear, as it did, and I enjoyed the address from beginning to end. But I do not feel able to discuss the subject from that stand-point.

Did you ever think how you have arrived at the status in which you find yourself morally, and to what forces your present condition is due?

In my own experience I find that I cannot attribute a very great amount to my school training. You may differ; you may be able to trace back in your life a great deal of what you are to that, but I cannot. To the home I attribute most, to the church a great deal, to the school some. I think most of it must be unconscious, for I cannot recall whence very much has come to me.

I take it for granted that every young man and young woman is fixed in character at the age of twenty-one—real moral character fixed by that age. The teacher legally has the child for the years between six and twenty-one—and I have often queried whether the common school does as much for the moral training of the children of our land as they ought. And when I think of it in that way, there is a sort of sinking down of my heart, for I feel that they are not doing it. But there is this to be said, that counting from birth to the age of twenty-one the school teacher has the child but one day out of fifteen, under his direct influence. The other fourteen days the child is under other instruction and influence, and we are only responsible, as it were, for one-fifteenth part of the up-lifting that is to be given to the youth.

But are we coming up to the full measure of our responsibility in that one-fifteenth? I fear that we are not. We do not make as much of moral training in our public-schools as we ought. We lay chief stress on arithmetic, geography, etc., and we forget the moral training altogether.

I am sorry to see another thing coming about in this land of ours, and that is that the blessed word of God is being thrust out of our public schools. In an Illinois school report, I find an enrollment of over 200,000 pupils, nearly one-half of whom had no religious training or instruction whatever. The Bible is not read, nor is it found in the school-room, though none of the schools were reported as having non-christian teachers. But the teachers are afraid to read that book, afraid to refer to it. And the enemy of the public schools has brought his hand to bear on our publishing houses, and our readers, that twenty-five or thirty years ago had from twenty-five to forty percent of religious reading matter, now have from two to four percent of such reading matter. I am opposed to this. We ought to have more of religious instruction upon which we may base a genuine morality.

ANNA M. OSGOOD :—That the public school has been and is one of the most important of the moral forces at work we cannot doubt. We have not come here to assure one another of this fact, however, but to find out whether this important factor in the development of character is doing its work *well*,—is doing *all* of which it is capable.

To see in its true light what is the moral influence of our schools, to decide whether this great institution is doing well what it is capable of doing, we must look to the aims and lives of those, who for years have felt its influence. In so doing, we cannot help acknowledging that too many pupils, as they leave our high schools, start in life as though, according to an eminent writer, "Their chief belief was in the value of competition, and their chief aptitude a skill in satisfying an inspector

with the least amount of work;" which, carried into their lives as citizens, makes them constantly aim to appear what they are not.

There is no need of illustrating this too well known trait of the average American. What men will do to maintain a position which they know they cannot honestly hold, we are told of again and again by the daily papers.

Is it right to lay *all* of the blame for this to the home training? We know too well the homes from which so many of the pupils come, and that if ever there is to enter into the lives of these children such an elevating influence as will enable them to become good citizens, it must come from without the home. For this training the state is responsible; for this, above all other reasons, should the public school be maintained, and to further this should all possible helps be provided.

That "Nothing influences character like character," we can but admit; and the state should look to it that those in charge of this work of character building should be thoroughly prepared.

Horace Mann has said: "A workman should understand two things in regard to the subject of his work: first, its nature, properties, qualities, and powers; second, the means of modifying these with a view to improvement."

How is our own State providing for the workmen employed in our public schools? Or, where in this broad land of ours is there a preparatory school for teachers, in which the development of the moral nature is placed above that of the intellectual, or even considered equal to it? If such a school exists, has any one met with a board of examiners who by their questions have shown that they deem the development of character of equal importance with the training of the intellectual faculties?

The state must have good as well as intelligent citizens, and can these be obtained by having as teachers young and inexperienced persons, who through ignorance or indifference use such methods in securing good order and scholarship as tend to create and develop in the pupil inclinations which will be condemned in the citizen? Even with thorough preparation, what can be done with the Dodd Weavers, handicapped as the teacher is with the great number of pupils assigned her, each one of whom has an individuality of his own and who appeals for just and wise treatment at all times, no matter what may be the stress of circumstances?

While giving all credit to the grand work that has been and is being done by those whose best thought and effort has been expended in this direction, yet are we content with the results?

"Cannot our educators," asks a writer in the "Arena," "plan and carry out a work in effectiveness and completeness far beyond the present? Can they not be made to feel, more than they now feel, that the work of saving the country through the ennobling of the people, is largely their work."

We well know that when public sentiment is such as to demand improvement in a system, the improvement is sure to come. We must of necessity wait. But may we not hasten this much desired state? Are we each doing all in our power to help create such a public opinion as

will consider the ethical problem before us the most important one to be solved? That this subject is growing in importance, the numerous societies formed in this country and in Europe attest. Are our teachers found foremost in the movement? Are they contributors to the journals which these societies are issuing and which are doing so much to bring before the public this question, which should be the question of questions? Are they even subscribers to or readers of this literature?

Fellow teachers, as we intelligently prepare ourselves for our work and faithfully and intelligently perform it, will it be our privilege to help in this grand movement for the uplifting of humanity.

SOME PROBLEMS IN PUBLIC EDUCATION.

SYNOPSIS OF THE ANNUAL ADDRESS.

BY DR. J. W. BASHFORD, PRESIDENT OHIO WESLEYAN UNIVERSITY, DELAWARE, OHIO.

Our ambition as a republic has been to make the mastery of the three 'Rs' the possession of every child in the land. Excluding colored people who have recently been admitted to the privileges of our schools, and the foreign element, over 90 percent of the citizens of the United States can read and write. Advance sheets of the census show that 12,592,721 children were in schools in 1890, as compared with 9,951,608 in 1880—a gain of 26 percent in school population as compared with a gain of 24 percent in general population. The objection which has recently arisen against immigration is due, not to the growth of narrowness, or a "Know-nothing" spirit in modern times, but to an unwillingness to receive into this country people who will not readily adopt our educational system.

The weak yielding of politicians in Wisconsin and Illinois to the demands of foreigners for schools from which the English language is excluded will fail of its proposed effect, because our system of primary education has become so popular that it will soon sweep all obstacles from its path. This system takes the children just at the age when they need diversion, and cares for them during the hours of the day when the mothers and fathers are engrossed in providing for their wants. It inculcates a democratic spirit in all the children of the land. It gives them acquaintance with the great masters of English literature and, through them, with the intellectual riches of the world. Do you wonder that this common school system has won the enthusiastic commendation of such students of American institutions as Tocqueville and Bryce.

This brings us to the first problem in American education, namely; How can we make higher education the possession of at least the majority of our citizens? Recent statistics show that only one American in 500 secures college training. But this little handful of college-bred men furnishes 32 percent of all our representatives in Congress, 46 percent of our United States Senators, 65 percent of our Presidents, and 73 percent of our Supreme Court Justices. A recent writer in one of our magazines

showed that our present school system takes only eight percent of the children through the grammar schools; less than four percent through the high schools; and only one fifth of one percent through the colleges of the land; yet a large proportion of the vast sums given to the State for education is devoted to the higher grades of grammar-school work and to high schools. They are the costliest part of our educational system. Yet 92 percent of our children receive no advantages from the last year in the grammar-school course and 96 percent of them no advantages from the high-school course. It is a marvel to me that agitation has not long ago risen against higher education as provided by the state, on the ground that it is essentially aristocratic and that its benefits are not shared by the great mass of the people who are forced to support these schools.

While the time of our school sessions is admirably adapted to children in the primary grades, it is not adapted to children who must earn their living in part. The hours of business activity are especially the hours between 9 A. M. and 4 P. M., and these are the only hours when the public schools are in session. Is it not possible that with the schools open from 7:30 to 11:30 A. M. many children would at least complete the grammar course, work in the afternoon, and study in the evening, who now never enter a school-house? Is it not still more probable that with schools opened in every city of the land from 7 to 9 P. M. a multitude of young people would be led to complete their grammar and high-school courses? If we extend the period of possible education from 15 to 30 years, if we sympathize with struggling young people and offer them opportunities for the continuation of their education, we may soon witness in the United States 50 percent of our young people completing their grammar and high-school courses as compared with the present eight percent; 25 percent completing the high-school course as compared with the present four per cent, and 15 percent completing the college course as compared with the present one-half of one per cent.

The possibility of extending higher education suggests another problem, namely; the modification of our traditional curriculum. We demand a certain amount of book learning as a prerequisite for a degree. But our colleges confer, besides, honorary degrees on those who have achieved distinguished success without the advantages of college training, thus admitting them to the elect. But such a practice on the part of colleges is only an attempt to introduce the spoils system into education. Financial and other considerations are brought to bear on the colleges in the giving of these degrees. Is it not possible that the remedy for this difficulty lies in some modification of the course of training, making our education better adapted to our demands and needs? Surely if educators will recognize all the applied sciences and all the arts as leading to the grammar-school and high-school degrees, and if schools are kept open during the leisure hours of our young people, we may lead at least 50 percent of the young people to complete the grammar-school course, 25 percent the high-school course, and 10 percent the college course.

This brings us to a third problem, namely: the nature of an educa-

tion. A practical education, in my view, is the drawing out of the latent faculties of the children; the development of manhood and womanhood. There is a danger in our American life of too great a tendency to be practical. We do not secure the best results by teaching children to do that which they must do to-morrow or the next day. Our aim should be the cultivation of the powers of the child. These processes will give us the men and women out of which good lawyers or physicians or mechanics or mothers are to be made.

This brings us to our fourth and last problem, the possibility of moral training in our schools. Man is a spirit; possibly we can say that man is also intellect. We cannot say that man is a body; he merely inhabits a body. The chief characteristic of a man is not his intellectual but his spiritual qualities. Any system of education, therefore, which neglects any one of these three-fold natures of man—body, mind, or spirit, is defective. A system which neglects the spiritual faculties is defective in the highest degree, and just here our schools are face to face with a most serious problem. The state will be forced to take one of two courses; either recognize that it is impossible to give spiritual training, or make some provision for training the highest nature of the child. May we not claim that there is a moral and spiritual science which exists independent of and above all churches, which is practically recognized by the state, and which may therefore be taught our children without the establishment of a state religion? The duty of purity of body, in words and in thought, the obligations of honesty, of justice, the demands of mercy and tenderness, the claims of patriotism and of humanity upon our children—may not all these principles be inculcated—nay, are they not inculcated in some measure in all our schools to-day, without the introduction of a state religion.

Daniel Webster, perhaps the most thoughtful statesman that this country has produced, distinctly took this position. He contended earnestly against a state religion, but he maintained on the other hand that there was a system of Christian truth which mounted above all sects and stood upon universal acknowledgment, and that this system of truth was essential for the highest development of our children, and that the state might therefore teach it—not in the interest of the churches, but for the sake of our children and for the perpetuation of the Republic.

If, therefore, fellow teachers, we can make higher education as popular as we have made our primary training; if we can satisfy the longing for higher education as evinced by the Chautauqua movement, the movement for university extension and the patronage of night schools and industrial schools; if in the modification of our courses we can keep in mind the eventual aim to develop manhood and womanhood; and if, lastly, for the sake of a higher manhood and womanhood we can lead the state to give—not sectarian instruction—but to provide for the teaching of the great principles of morality and of the spiritual life, we shall have done much to make the education of our second century as glorious as the record of our first century is memorable.

WHAT FURTHER WORK IS THERE FOR THE STATE ASSOCIATION?

[Dr. Hancock's name appeared on the program as the leader in this discussion, but he was called hence before the time of the meeting. The following brief paper was prepared by Prof. M. R. Andrews, of Marietta.—EDITOR.]

This Association is no longer a missionary society to awaken a popular interest in public schools. There was a day when this formed a very important part of its work—when it traveled from city to city and carried the gospel of free education. If the necessity for such work has not wholly passed away, it can at least be left to the district associations. Some of these now exceed in their membership the parent society.

Nor is it the special work of this Association to apologize for the public schools; after fifty years of successful work they are established in the mind and heart of the people, as firmly at least as any other part of our government. We still have men who see no good in their own country because their eyes are strained in gazing at imaginary glories across the sea, but they form only the frayed edges of "culture" and their opinion counts for little.

The inspiration gathered from our annual meetings is no small part of the gain to be considered. With this inspiration gathered amid the pleasant scenes of Chautauqua or Put-in-Bay come also rest and recreation. Many a teacher has gone home from one of our meetings inspired with a new purpose, thinking new thoughts and longing to give them expression in action; and all this, perhaps, not the result of any speech or paper, but of friendly conversation, of Socratic teaching. Here are others whose experience has been like my own: our dearest friends and comrades had fallen in the bitter conflict of civil war, and as we came back to our homes, sad even in the hour of victory, we keenly missed the shoulder-touch of the tried and true. At these meetings we again found friendly greeting and met with kindred spirits. Some of the dearest friendships of my early manhood began here and if that were joining a mutual-admiration society, I plead guilty and throw myself on the mercy of the court. We do not form an oath-bound trade-union but we may cultivate the kindly generous feelings and develop a true professional courtesy. In 1884 President Moulton very truly said, "The Association is not only the head of our school system, but its heart as well."

In the future as in the past it is our duty to guide legislation. It has been said that in this we have accomplished little. We have not gained all we have asked because we have not always been united. We must know our own minds fully ere we can hope to move a legislature. Yet looking back over the history of twenty years we see that one of our number, Dr. E. E. White, saved for our State the office of School Commissioner with all its possibilities for good; that at another time, on a motion from this body, Dr. Harvey succeeded in having the school laws codified, thus reducing confusion to something like order. So, too, the additions to the enumerated branches, history to guide the child in the duties of citizenship, and physiology to teach him how to keep pure the

Temple of God, have been discussed here long before they were adopted by the Legislature. There is no reason for discouragement because we do not at once get all we ask. There is still work for this Association in studying the needs of our schools and in presenting those needs to the Legislature, and if our voice is not heard at once we must cry aloud and spare not. Nothing is more needful to the reformer than occasional defeat—it is the Mauassas which makes him realize the true magnitude of the work before him and thus calls forth all his powers. Our voice has been potent in the past and it shall be in the future. There are paths pursued as yet by only a few pioneers; it remains for us to follow and occupy the land; then the law will follow to establish titles. The true pioneer does not wait for the law to go before; he clears the road and makes it easy for the law to follow. The true province of written law is not to create, but authoritatively to declare what already exists. We share the popular weakness of going to the Legislature and asking for what we are not ready to receive. There is work for us to prepare the way for legislation in regard to elementary science in the public schools. Thus far we have steadfastly continued to teach the law of *vis inertiae* by a practical illustration. It is time to discuss the laws of motion.

There is also work for us as teachers to show that the surest permanent protection of American industry is found in training the heart and the hand of the child. Beautiful work honestly done is sure to reach the markets of the world. Here lies a field for the future legislator and in exploring it he needs the help of the thoughtful teacher.

Finally, the chief duty of this Association is to "prove all things" and "hold fast that which is good" until we find something better. The Radical and the Conservative here meet in an open field (especially the Conservative) and neither can expect any undue favors. We welcome the former as he brings out his store of new ideas and we invite the latter to grind and sift, to analyze and test. Sometimes in the process we blind ourselves in dust, but we find the true metal at last.

If we come up here with the spirit of true inquirers, of earnest searchers after truth, we shall hear with interest the report of each bold spirit who has pushed forward in the advance guard, and under his guidance the whole column will march to new fields and new victories. Every year has its own problems and its own battles. Often the questions before us seem old, very old, yet when we view things in the light of the new day, in the midst of new relations the old is lost in form, and its substance is recombined in the new.

DR. JOHN HANCOCK.

A MEMORIAL SKETCH.

BY SAMUEL FINDLEY.

It is with willing heart and hand that I come to the task assigned me of preparing a brief sketch of the life and labors of our good brother, Dr. Hancock. My only regret is that it must be done in so short a time and amidst a pressure of other duties; but I am consoled by the expectation that an abler pen will pay a worthier tribute at a later day.

The roll of our departed ones is growing long. How frequently we have been called upon in the last few years to pay tribute to the memory of the noblest and best in our ranks! It is not long since our brother, whose loss we mourn to-day, stood before us to speak kindly appreciative words to the memory of his predecessor in office, Dr. Eli T. Tappan; and now with mingled sorrow and gladness we pay tribute to his memory—sorrow that we see his face no more, gladness for his beautiful life.

John Hancock was born on the 19th day of February, 1825, near the town of Felicity, Clermont County, Ohio. Of his remote ancestry we have not much definite knowledge. From Gen. Winfield S. Hancock it has been learned that sometime in the 17th century, there came to this country from England two brothers named Hancock, one settling in Massachusetts from whom descended the well known Gov. John Hancock, of that State. The other brother settled in New Jersey, and from him descended, it is believed, both the late Gen. W. S. Hancock and the subject of this sketch. Shortly before the death of Gen. Hancock, he ordered Lieut. William F., son of Dr. John Hancock, to report to him at Governor's Island, for the purpose of making inquiry concerning his family. On being told by the young lieutenant that his great-grandfather Henry Hancock came from New Jersey, the General replied: "I too am of that family, and you and I are the only officers of that name in the army." The interview was interrupted, and the General's death occurred before it could be resumed; so that this little scrap is about all we have of the early family history.

John Hancock was the eldest of five children. His father David Hancock was by occupation a carpenter. He was a devout Methodist, a great Bible student, and a ready and pleasing conversationalist. The mother's maiden name was Roberts, a sprightly woman of Welsh descent, who died at thirty-five, leaving five small children. A childless couple in the neighborhood by the name of Moore besought the father for John, the eldest, and he became the light and joy of their otherwise desolate home. Mrs. Moore was a good woman, strong intellectually, of great firmness tempered with motherly kindness, and her influence on the character of the boy was very marked. It is said that her good old face at the age of ninety would still ripple with smiles at the mirthful sallies of the boy she called her own, long since grown to manhood.

After acquiring what the country district school of his native county afforded, the boy John attended Clermont Academy, and subsequently entered Farmer's College, at College Hill, near Cincinnati. How long he continued here, I am not able to say, but he never completed a college course. It is believed that "Aunt Mary Moore's" snug little library, supplemented by his own early purchases of books, did more to shape his career than the schools he attended. To these are attributed largely the beginnings of his great love of good books, and those scholarly tastes and habits which continued to grow to the end of his life. His love for good books was one of the ruling passions of his life.

The main incidents of Dr. Hancock's career as a teacher are so well

known that I need not dwell upon them at great length. While yet quite young he taught in the country schools of his native county, and afterwards in the neighboring villages of Amelia, Batavia, and New Richmond. It was during these years that he became familiar with the condition and needs of the country and village schools, and learned to sympathize with the teachers in their trials and discouragements.

In 1850, Dr. Joseph Ray met the young schoolmaster at an educational gathering in Clermont county, and induced him to go to Cincinnati to take the place of First Assistant in the Upper Race Street School, under that stalwart schoolmaster, Andrew J. Rickoff, as principal. After three years of service in this position, he succeeded Mr. Rickoff in the principalship, and a year later became principal of the First Intermediate School in the same city, a position he held for ten years. I visited his school in 1863, and heard a recitation in grammar conducted by him, which made a lasting impression on my mind. It was characterized by a degree of intellectual life and thoroughness that made the faces of the pupils glow. A favorite practice of his, which at that time arrested my attention, was to require every definition, principle or rule stated to be illustrated by an original example.

It is probable that our friend was not altogether proof against the wear and worry incident to the management of a large city school; for we find him, in 1864, resigning his position to accept the presidency of a business college. This position, too, was relinquished in a short time, to accept employment in the publishing house of Sargent, Wilson and Hinkle. But all this was only a temporary diversion, serving to renew and intensify his devotion to the great cause of popular education in which his life was spent.

In 1867 he became superintendent of the Cincinnati schools, an honorable and responsible position which he filled with credit for seven years.

Dayton was his next field of labor, where he filled the office of superintendent of public instruction for a period of ten years. On his retirement from this position, a meeting of leading citizens was held to bear public testimony to his personal worth and the faithfulness and efficiency of his work. One long identified with the educational interests of the city was called to preside. His address upon taking the chair contains the following:

"Dr Hancock may look back with proud satisfaction to his ten years of labor in Dayton. It might well satisfy the laudable ambition of any man to be permitted for so long a time to impress and mould the character of thousands of youth and children. As members of the Board of Education, associated with him at various times in his work, we have had the best means of knowing how faithfully and efficiently he has discharged the duties of his office. He has not been a mere office superintendent, but has given his whole time during school hours to personal supervision of the daily work of the school-room. While an excellent general system of instruction has been adhered to, rigid rules have not been enforced to crush out the individuality of teachers. He has insisted on good work, but has been content when it has been accom-

plished in whatever manner. He has harmonized the discordant elements in our schools, and during his administration peace and good will have characterized all the intercourse between superintendent and teachers. But best of all, he has exerted a beneficent influence on our schools by the purity of his character. On all moral questions he has given no doubtful sound. No boy in the schools could point to his example as an excuse for the slightest departure from the purest morality. In addition to his work in the schools he has ever been a public spirited citizen. No effort to advance the intellectual and moral culture of the community has failed to enlist his warm sympathy and support."

More than a score of other prominent citizens followed in similar strain, bearing willing testimony to his high qualities of mind and heart and the great value of his work.

In 1886, Dr. Hancock, by appointment, represented the educational interests of his State at the World's Fair held at New Orleans, and soon after accepted a unanimous call to the superintendency of the public schools of Chillicothe.

November 23rd, 1888, he was called by Governor Foraker to the office of State Commissioner of Common Schools, to fill the vacancy caused by the death of Commissioner Tappan, and at the State election in 1889 he was duly elected to that office for the full term of three years, beginning on the second Monday of July, 1890. At the time of his death he had served nearly a year of the regular term for which he was elected. His high qualifications for this office are universally recognized. His extensive and varied experience, his profound study of education in all its phases, his familiarity with the school system of the State and the systems of other states and countries, his abounding enthusiasm and deep devotion to the cause, his genial and unselfish spirit, and his all-pervading love of his fellow-men made him pre-eminent in his high office. He popularized as well as magnified his office. Probably no other incumbent of the office delivered so many addresses at teachers' institutes and other educational gatherings in the same time, and his addresses were always profitable and inspiring. It was a merited compliment paid him at a meeting of the North-Eastern Ohio Teachers' Association but a week or two before his death, when Gov. Campbell, of opposite political faith, referred to him as one of the best school commissioners Ohio or any other state ever had.

My first meeting with Dr. Hancock was at a session of the Ohio Teachers' Association held in the old City Hall at Columbus, in December, 1853. He was in the ante-room waiting, with considerable perturbation, as I remember, to be called to read what was probably his first paper before the Association. His name first appears in the proceedings of the Association in 1852, in the list of Hamilton County delegates. From that time to his death he was a most faithful and efficient member, always present and always active. He was honored with the presidency of the Association in 1859.

The National Teacher's Association, now called the National Educational Association, was organized at Philadelphia in 1857. At its first regular meeting at Cincinnati in 1858, Dr. Hancock became a member,

and continued to take an active part in its proceedings as long as he lived. He presided over its deliberations at the eighteenth annual meeting, held at Philadelphia in 1879. He was also identified with the National Council of Education, a select body of educators formed in 1881, and holding its sessions in connection with the meetings of the National Educational Association.

His services as county, city and state examiner of teachers must not be overlooked. In all these capacities he was conscientious and painstaking.

He was a ready writer and a large contributor to the educational periodicals. There are few of the forty volumes of the *OHIO EDUCATIONAL MONTHLY* that do not contain thoughtful articles from his pen.

Dr. Hancock's experience as a soldier deserves mention. In May, 1864, a number of Cincinnati teachers belonging to the National Guards, among them Dr. Hancock and Mr. Rickoff, were called into service at Washington. The July number of the *OHIO EDUCATIONAL MONTHLY* for that year contains a characteristic letter written by our friend Hancock while doing duty as a soldier at Arlington Heights. He speaks of long marches in the hot sun, and of blistered hands from using the spade in the trenches for ten hours a day. The following passage indicates that military discipline and army life were not to him entirely congenial:

"The mysteries of military procedure are incomprehensible to the common mind. The only two points that I can pretend to understand, are, that the private soldier is to be constantly reminded of his utter nothingness, and that the military way to do things is the longest and hardest way. I am afraid, however anxious they may be to do their duty faithfully, that teachers will not make good soldiers, for they *will think*, which is an offense that is rank and smells to heaven in the nostrils of red tape."

We read in the proceedings of the State Association for the same year that "Hon. E. E. White read portions of a letter from Mr. John Hancock, who was with the 138th Regiment National Guards, in front of Petersburg."

The honorary degree of Master of Arts was conferred on Mr. Hancock by Kenyon College in 1856, and the honorary degree of Doctor of Philosophy by Wooster University in 1876.

In the institute work of the State, Dr. Hancock may be classed as a pioneer. He assisted in organizing and conducting the first institute in his native county, and he continued to do effective work as an institute instructor to the end of his life. There are few, if any, counties in the State in which he has not labored in that capacity, and he never seemed happier than when discussing some phase of school work before a body of teachers.

Dr. Hancock was married August 2, 1855, to Miss Elizabeth Jones, of Cincinnati, a worthy and scholarly lady, of domestic tastes and habits. There are six surviving children, five sons and one daughter: Mrs. Mary L. Chapman, assistant principal of the Los Angeles High School; Charles R., attorney at law, Stanton, Powell Co., Ky.; Wm. F., 1st Lieut. 5th Artillery, U. S. A., San Francisco, Cal.; M. Parker, book-keeper,

Los Angeles, Cal.; John, machinist, B. & O. R. R., Chillicothe, O.; and D. Roberts, medical student, Columbus, O.

The end of our good brother's life came suddenly. The urgent summons found him busy at his work. On Monday morning, June 1, he went to his office as usual. He spoke of having a touch of indigestion, but conversed in his usual happy mood as he sat at his desk attending to his correspondence. Soon, attention was attracted by his silence. His head was bowed, the hand that had held the pen hung at his side, and without a word or other sign of recognition his spirit took its flight. Soon the telegraph bore the sad message all over the land: "Commissioner Hancock is dead." To thousands of teachers in Ohio and elsewhere it came as the tidings of a dear brother's death.

Several hours after reading the sad announcement in the daily press, I was startled by the receipt of a letter addressed in Dr. Hancock's familiar hand-writing. It had been written not many minutes before he was stricken, and mailed after his death. It seemed almost like a message from the spirit land.

A letter addressed to Superintendent Thomas, of Ashland, believed to be the last he wrote, was found on his desk. It was written in response to an invitation from Mr. and Mrs. Thomas to make their house his home while attending commencement exercises, and is as follows :

COLUMBUS, O., June 1, 1891.

MY DEAR SUPERINTENDENT THOMAS :—Your cordial note of hospitable intent just received. If the train holds out to run, I expect to be with you on the 4th inst., about the time you name. Please give my kindest regards to your good wife for her solicitude for my welfare. I shall look forward to a pleasant time.

Most sincerely yours,

JOHN HANCOCK.

The good nature, simplicity, and humor of the man are manifest in this the last act of his life.

The remains of our brother were laid in Spring Grove cemetery, Cincinnati, whither they were followed by the bereaved family and other friends, in a special car.

Having thus passed in rapid review some of the leading events in the life of Dr. Hancock, there remains the more difficult task of attempting some estimate of his character and worth. And here the words he used concerning another are appropriate: "I am painfully aware of how inadequate such an estimate must prove to be—for who shall be able to pluck the mystery from out the heart of man?"

The story of Dr. Hancock's career is the old story of honesty, industry, self-reliance, and perseverance. In him was no guile. He loved right and hated wrong. He walked day by day on the line of rectitude. In nearly forty years that I have known him, I never heard a suspicion cast upon his honesty. He was a lover and a doer of the truth. His simplicity, directness, and naturalness, in all relations, were admirable. He never left room for doubt as to his meaning or his position on any question of importance.

He was an industrious worker. His broad and varied scholarship and his ready and effective use of his powers were wrought out by his own

industry. Early obstacles and privations did not deter him from putting to use the talent committed to him. He made great attainment and won high rank by doing a true man's honest work day by day. One of his assistants in the Commissioner's office, Mr. Allbritain, bears this testimony to his untiring industry: "He was never an idler. When official duties did not require his attention, he would engage in reading; and this was his custom, sick or well. He gave strict attention to his professional duties, from which nothing could divert him. When a candidate before the people, he gave no attention to politics, nor made any personal effort to secure his own election. Being asked on one occasion, when he expected to begin his campaign, he replied: 'I shall begin my institute campaign very shortly.'"

Though Dr. Hancock was an earnest man, there was in him a vein of humor which gave zest to his conversation and made him the life of every circle in which he moved. His wit was of the chaste and refined type, and always tempered with goodness of heart.

He was magnanimous—great of mind and large of heart. There was nothing petty in his nature. No mean jealousies marred his intercourse with his fellow-workers. In all the years of my acquaintance with him, I never knew him to indulge in detraction or in harsh or unkind criticism of fellow-teachers. He was disposed to look upon the sunny side. Though he suffered financial embarrassment, and there came into his life some sharp sorrows, these were to him only as the lowering of a summer mist. He seemed to realize that the sky was above the clouds, and that soon all would be bright again. This touching tribute is paid by Mrs. Hancock: "We lived together more than thirty-five years, and I never knew a more even and sunny temperament than his."

Dr. Hancock was not obtrusive in the expression of his religious opinions and experiences, but he was devout and earnest in his religious life. The last time I looked upon his face and heard his voice, he spoke of a book he had been reading that had cleared up in his mind some perplexing religious questions. Doubtless ere this the clear light of heaven has shone into his soul. His was not a faith in creeds or sects, but in God and humanity. His was a charity that "suffereth long and is kind." Though always an attendant on public worship and a supporter of the church, it was not until since his call to the office of State School Commissioner that he made a public confession of his Christian faith. When residing in Cincinnati, he attended the Vine St. Congregational church, of which the late Dr. Boynton was pastor, serving for several years as one of its trustees. After removing to Columbus he united with the Broad Street Presbyterian church, of which he continued a member to the time of his death.

Of Dr. Hancock as an educator there is not time to speak fittingly; and my poor words could add little to his fame, for his praise is in all the school-districts. In his educational doctrine and practice he was what might be called a liberal conservative. He believed in progress, but had little faith in royal roads to learning. He was not apt to be carried away by the newest educational theories and devices. His batteries of wit and sarcasm were sometimes trained upon those conservatives who

are sure the old way is always best; but ofteneest upon the camp of the radicals, who, in his own words, are ever discovering "the true educational philosopher's stone that is to transmute everything it touches into the golden ore of wisdom."

Did time permit I might add pages of testimony showing the high estimate in which he was held wherever he was known. A lady teacher writes from Springfield, Ohio: "We share a common sorrow in the death of Commissioner Hancock. To me he has been for many years, in an impersonal way, an inspiration and a help because of a little talk I once had with him, which he no doubt forgot in an hour, but which strengthened my hands and cheered my heart."

Miss Sutherland says, "Dr. Hancock always impressed me with the sterling honesty of his character. I felt that he could be implicitly trusted. Since being with him here in Columbus, I learned to think him more genial than before; perhaps only because I knew him better. He believed much more in the broadening of the mind by communion with the world's great writers, than in cramming from text-books for a teachers' examination. This accounts in a measure for his great interest in the Ohio Teachers' Reading Circle. He met with our local branch last spring and read us a paper on Shakespeare, full of learning, wit and appreciation. We shall never forget that evening, for the rare intellectual treat was enhanced by the genial humor and charming cordiality of the reader."

I must not close this sketch without referring to Dr. Hancock's deep devotion to his work. He was in a broad sense a consecrated man. What is consecration but a holding one's self sacred,—a setting one's self apart to the service of a great cause? And let us not forget that devotion to a great and good cause is ennobling to any soul. Our brother had that true nobility of soul which attends a consecrated life.

What an inspiration there is to us all, and more especially to the younger members of our profession, in the contemplation of such a life! He was a good man, a noble man. He served his generation well. He knew the secret of choosing the good and rejecting the evil, and it is that mainly that makes the difference in the lives of men.

REMARKS.

DR. ELLIS:—How inadequate are mere words to express the emotions! How cold and pulseless does language seem when one would unburden the heart! "Man goeth to his long home, and the mourners go about the streets." These were the words of the wise man, uttered more than three thousand years ago, and they voice the experience of generations ever since. True it is that in the midst of life we are in death.

"Leaves have their time to fall,

And flowers to wither at the north wind's breath,

And stars to set—but all—

Thou hast all seasons for thine own, O Death!"

A little company of congenial spirits assemble around the festive board to enjoy an evening's entertainment. The evening is spent in helpful communion. A few months go by and the circle is broken; death has carried off one of the shining lights of that company. The

experience is repeated again and again. Many who are near and dear to us are taken away from us.

It is well to turn aside from the active interests of life to pay a tribute of respect and drop a tear to the memory of one whom we love. The world goes on its way and soon forgets those who have gone before. How beautifully Dickens expresses that, when he speaks of the death of little Nell! The little bird was stirring nimbly in its cage, while the heart of the child mistress was cold in death.

These breaks in our ranks come to us as a shock, but they come to us with lessons that we may learn and profit by. Thackeray tells us that in Scotland they have a custom of celebrating the birthday of the poet Burns. The people come together in a simple manner, and the songs of Burns are sung; and as the music rises, down the cheek rolls the tear, and there is a welling up of love and fellow-feeling as the words of the poet sink into their hearts. Cannot something of this feeling be taken with us from this meeting when we think of the example left us by our departed friend? Can we not take the lesson of his life to heart? Can we not go away from here feeling more and more the kinship which should bind us together? It has been said that one touch of nature makes the whole world akin. Is not this a touch of nature that should bind us in more loving accord than ever before? The life of Dr. Hancock will not have been in vain if we can go out into the world and work more faithfully.

How ineffably contemptible appear all the little spites and jealousies and envyings, in the face of death! When I looked upon the face of my dead friend, it seemed to me that all the little petty feelings melted away. This influence should sink deep into our hearts. Let us go away from here remembering what he was and the lessons that his life teaches. Let our sympathies be more strongly enlisted toward each other by reason of his life and labor here.

DR. STEVENSON:—John Hancock died in harness, June 1, 1891. In the National Educational Association, in educational assemblies, and in the most obscure country districts of the State of Ohio, John Hancock will still live in his utterances, in his noble and christian character, and in the spirit he has infused into all persons with whom he came in contact in the work of popular education.

He was a Buckeye of Buckeyes. He began his career as a teacher and educator, as most successful men have, at the lowest round of the ladder, in an obscure rural district, and ended it, as we all know, at the top round of honorable promotion in the profession. His advancement to the high position he occupied was due to his industry, his power as a public speaker, his social nature, his hatred of sham and admiration of honesty in all things, united with ability of a high order. As a student of literature touching every phase of popular education, history, philosophy, pedagogy, and the beautiful and good in general literature, in prose and poetry, he was a prince among schoolmasters.

Those of us who knew Dr. Hancock intimately as a friend, a companion, a counselor, and reached his inner nature, know that he was a manly man, an earnest christian gentleman, a great soul, with sympa-

thies which led him to assist the unfortunate and exercise charity towards those who injured him by word or deed. He was ambitious to excel in all that adorned a man in intellectual and moral culture, that he might be more of a man in power and usefulness to humanity.

For material things he cared little, for during his life his subtractions from the salary he earned were nearly equal to the additions. Yet he was a prudent man, never extravagant, but always generous and beneficent. But during his life his character was a continuous growth, for he heeded the injunction of the apostle Peter—"Giving all diligence, add to your faith virtue; and to virtue, knowledge; and to knowledge, temperance; and to temperance, patience; and to patience, godliness; and to godliness, brotherly kindness; and to brotherly kindness, charity."

I mourn with a deep sorrow the loss of my intimate and trusted friend and brother in the cause of education.

M. R. ANDREWS: It is more than twenty years since I first had the pleasure to know and to love Dr. Hancock. As a young teacher I came to Cincinnati seeking counsel of him. I found him in the midst of that noted Bible war, yet he was ready to give me his time, attention, and advice. Since then I have known him at this Association, and personally I have always found him a friend in whom I could trust, a brother whom I could love; and when I heard of his sudden fall in the midst of his duties, it seemed to me I was called back again to the years of our bitter conflict, and here was another comrade taken from our ranks,—one who was bearing the colors. I remember that in those days, when our regiment was stretched far out; when our ranks were thinned, it was the duty of those that were left to draw nearer together, and at the same time it drew us nearer to the colors. And so here, as we remember with love our fallen brother, may it draw us nearer to each other and the great principles which he has sustained.

DR. J. J. BURNS:—My acquaintance with Dr. Hancock reaches back twenty-four years from this meeting. I first met him at a State Association. During those years I have been more or less intimately associated with him, and his life and mine have been pretty nearly together on a number of occasions. I have been his successor and his predecessor, his co-worker at institutes, and a guest at his house, and I feel that in all these years "he was my friend, faithful and just to me."

I would not trust myself, without forethought, to give any analysis of my estimate of his character, or even to give any outline of the many scenes in which he and I have been together; but I can say, and say truly, that everything that has been said in his praise and honor this afternoon, and those other words so nobly spoken with reference to the lessons that we may draw from his life and character, and the great fact that we who are still living should remember that we must in our turn follow him, and the lesson that we may draw as to how we who are still on this side of the dark river should treat each other—every sentence has struck a responsive chord in my heart.

THOMAS A. POLLOK.

BY O. T. CORSON.

The duty assigned me to-day is in some respects sad, but in many ways a very pleasant one to perform.

When I think that my old teacher and friend is gone, that I shall never again feel the grasp of his hand, or hear his encouraging words, which always led me to renew my efforts to do something for humanity, I feel sad; but on the other hand, when I realize all that he did for me as one of "his boys," that my first desire to get an education came direct from that teacher and friend, I am happy to have this opportunity to say a few words regarding the life of a man who was so useful as a citizen, so successful as a teacher, and so true as a friend.

I am especially glad, however, that the good things which I shall say of Mr. Pollok to-day, were said of him many, many times while living, and the fact that, while in active life, he was made happy by realizing that the great work which he had done, was fully appreciated by his pupils, gives to me to-day my most pleasant recollections.

I shall speak of him from the pupil's stand-point, and I feel sure that it will be in order to relate some personal experiences which will illustrate his worth as a teacher, and which will voice the sentiment of scores of boys and girls in South-western Ohio.

When a boy sixteen years of age, it was my good fortune to be compelled to attend the public schools of Camden, O., where Mr. Pollok was principal. I shall never forget that morning in September when I started on my walk of three miles to school. The only ray of hope which seemed to throw any light on my educational pathway, was a promise from my father that, if I would attend school four months that winter, I should never be asked to enter the school-room again. I reached the school-house, was greeted kindly by Mr. Pollok, and assigned my place in a certain grade. In due time came the recitation, and I was called to my feet to tell what I knew of a certain topic in the lesson. In a very few words, I told what little I knew, and sat down. Right at that point, Mr. Pollok's great skill as an instructor manifested itself. I can see him yet, as he turned to me, and with his great countenance all aglow with good humor and friendly sympathy, said, "That does very well, my boy, but I am not through with you yet. I want to know what *you* think about it."

That expression gave me a new idea of the object of school and study. I had never before had any reason to think that any one cared what I thought, or that I had any duties or privileges in that direction.

This incident from my own personal experience is but one of many of a similar character. I cannot explain to you why he had such a remarkable hold on his pupils, further than to say that we *knew* that he was our friend, that he was deeply interested in our welfare, and that he was always willing and anxious to listen to our opinions.

His discipline in school was mild but firm, and he was always just. We behaved because we were busy; we were busy because we were interested; and we were interested because we were made to feel that

success meant hard work, and could be reached in no other way. There was no cold, dignified formality either in or out of the school-room, but we always held our teacher in the highest esteem, and were ever ready to defend him or do him a kindness.

While Mr. Pollok had attended school but little, he made himself thoroughly acquainted with every subject he attempted to teach. He was too honest to pretend anything, and what he lacked in book-learning, he made up many times over, by what he had learned by observation and experience.

As a volunteer soldier, he served nearly six years, continuing after the war had closed; and although he was very modest in referring to his work, he was frequently led to do so, and no more valuable lessons in U. S. history and patriotism were ever taught than those which grew out of this rich experience.

I have already spoken of his extreme honesty and hatred of all shams and deceptions. In fact, this very honesty and earnest desire to understand a subject in every particular before expressing an opinion, led many people to misunderstand him. This was especially true with reference to his religious belief. Some persons even accused him of being an infidel or an atheist, but he was far from being either. He was, with reference to this subject as to all others, an earnest seeker for truth.

During the last fifteen years of his life, we interchanged many letters and held many conversations upon different topics, and frequently touched upon the religious question. At one time he wrote me that he knew there was an over-ruling providence which had been guiding him all through his life, and only a few days before his death he wrote to a friend at his old home at Camden saying, "When I am called I shall be ready, and I shall be ready when I am called." His work is done, and well done, and hundreds of young people all over the State, who were so fortunate as to come under his influence, would, if they were here, I feel sure, join with me in paying this brief tribute to the honest, conscientious citizen; the loyal soldier; the sympathetic teacher; and the true friend.

F. S. FUSON.

J. J. BURNS:—I knew Mr. Fuson well for several years. He was an industrious, energetic, able school man. I have been in his home and in his school. He was industrious and capable. He was a man whose life would bear the brightest light thrown upon it. I remember that he was at one time the candidate of our Prohibition friends for the office of State School Commissioner. He deserves all the good words that could be said about him.

J. F. LUKENS:—I want to say in memory of this last brother that his life in an educational way began in the Lebanon Normal School, from which he graduated. He spent about ten years in educational work at Mechanicsburg. A year or two ago his field of work was transferred to Dennison. His life was noted for honesty and vigor. He so loved the

truth and hated wrong that sometimes his best friends thought he was inclined to be impractical. The only criticism ever passed upon him was that he was without policy. There was no hypocrisy in him. I am glad to pay this tribute to his memory.

CHAS. HAUPERT :—Mr. Fuson was my successor at Dennison, and that was where I first became acquainted with him. The last year of his life was probably as sad as that of any man I ever knew. Repeatedly he was called to mourn the loss of relatives. His wife became a helpless invalid and died about the holidays, and he followed her a few months later. His little children are now orphans.

SAMUEL FINDLEY :—Mr. Fuson was at our meeting a year ago at Lakeside. I call to mind the earnest words he spoke on the subject of temperance instruction in the public schools. He spoke feelingly of the efforts of the christian women of the land in behalf of the temperance cause, using these words: "When men have faltered these ladies have come to the rescue, believing, like Joan of Arc, that they are led by the divine will and are called to raise the siege of the manhood, the womanhood, and the childhood of this country."

[Prof. E. T. Nelson read a brief memorial sketch of Rev. J. S. Campbell, late superintendent of schools at Delaware, Ohio, but it was not furnished for publication.—EDITOR.]

COLLEGE AND HIGH-SCHOOL COURSES.

Prof. Geo. H. White, of Oberlin, reported in behalf of his colleague, Prof. H. C. King, chairman of committee, kept at home by illness in his family, as follows:

I am fortunate in having a subject in which you are all interested. Ten years ago, the college and high-school courses of study seemed hopelessly disconnected, and the high-school graduate found the door of the college quite outside the path he was traversing. But a careful study of the problem led to a report to this Association one year ago, by a joint committee, through Dr. E. E. White. By this report, the colleges abate nothing from the sum of their requirements, but accept certain definite advance studies taught in high-schools, to offset certain others which the high-schools do not give, the latter studies to be pursued by the pupils after entering college. There is simply a change in the order of studies, and certainly the studies thus relegated to the college, suffer no loss. The plan was adopted by this Association and has already led to some desirable changes in high-school courses.

The December meeting of the College Association adopted the report, with an amendment urging upon the public schools the wisdom of placing Greek in their courses. This amendment was entirely satisfactory to the committee and in their judgment does not essentially modify the report. The five colleges already visited by the committee cordially accept the plan, and there is every reason to believe that all the other leading colleges will do so, as soon as the opportunity is offered.

The track is laid, and it remains only to place the rolling-stock upon

it. Mr. Miller tells me that the report of Dr. White is printed in the latest Commissioner's Report, and teachers who regard their schools as reaching the standard indicated, are earnestly requested to make application to any member of the college committee: Prof. H. C. King, Oberlin, chairman; Prof. Whitlock, Delaware; Prof. Compton, Wooster; Prof. Palmer, Cleveland; Prof. Thomas, Ohio State University, Columbus. Such schools will be visited by a committee, not merely for the purpose of examination, but with the hope that such visits will arouse an interest in high-school and college education; and schools thus approved will have admission certificates to the colleges for their graduates, either without examination, or with an examination in one or two studies.

The teachers may be assured of the cordial interest of the committee in the matter, and of the co-operation of the College Association. Please to read the Commissioner's Report and make early application. It is very desirable to present a strong list of high schools to the College Association at its December meeting.

ADDRESS OF WELCOME.

BY LEWIS MILLER, ESQ.

TEACHERS OF OHIO:—I welcome you to this cold morning and to the pure fresh air; it is emblematical of what every school room should be, and still more of the purity and freshness of the teacher.

I welcome you to the privileges of these halls which are dedicated to educational purposes, not for schools in the ordinary understanding of that term, but to the rousing of enthusiasm in the great work of education.

It is here that we welcome all persons who have new ideas that are at all worthy of consideration, to come here and develop the same and allow them to grow through the crucial tests of thorough criticism, and to get impulses that will bring them before the public for acceptance.

The public school teachers indeed have a great undertaking. Upon you rests the responsibility of bringing students to the higher institutions for education. If your work is well done, the higher institutions need not go begging for want of students. They will be crowded to the brim.

I believe that the work in the public schools for bringing about the results desired lies largely in the primary department. I believe that if the children get the right kind of a start in the primary department, there will be no difficulty in retaining the young people in the schools; and I believe the work largely centers itself in the power the child acquires in language. I believe that it is the very root, yes, the very tap root of the whole problem. If we make good readers by the time the pupils pass the primary grades, they will be well prepared for all that follows.

Again I welcome you to these halls, and to a full discussion of this great problem.

RESPONSE BY J. J. BURNS.

MR. PRESIDENT:—We have here another illustration that history repeats itself. Some five or six years ago, I was called upon without any minutes of grace to reply on behalf of this Association to an address of.

welcome delivered by the same gentleman to whom we have just listened, and my fortune then as an aspiring orator received a cold bath from the newspapers, for though the audience received my little speech kindly and applauded it heartily, the discriminating reporter wrote : "Mr. J. J. Burns replied to the very eloquent address of Mr. Miller." He gave all the adjectives to the other fellow.

I owe a debt of appreciation to my good friends of this body, for it seems that when they don't want a speech made they always set me up to make it. I allude, of course, to the fact that it would now be out of place for me to discuss any educational topic. They will all receive treatment from some doctor on the program. In fact, I have seen a synopsis of Bro. Holbrook's paper, and there is nothing left out. It is as all-embracing as the synopsis of the bill of fare which he breathed into the attentive ear of the waiter at breakfast this morning.

But in reply to the gentleman who has bid us welcome, I may say we are glad to come to Chautauqua and hold our sessions at this great educational center, for we know we are welcome to its halls, its hotel, its beautiful lake, and its variegated boarding-houses.

We welcome Mr. Miller into our presence this morning, for it seems to have scattered the clouds, brought out the sun, and stopped the noise of the hammers in the adjoining room, where, to paraphrase the poet, we had begun to fear that "Nails never are but always are being driven." We are happy to know that the warmth of our welcome in the hearts of our Chautauqua brethren is not to be measured by the reading of the thermometers which hang shivering in these classic shades.

In conclusion, I speak the mind of my associates from the Buckeye State, when I promise that so far as is possible for Ohio people we will lay aside our Reserve and make ourselves at home at Chautauqua.

OHIO TEACHERS' READING CIRCLE.

TREASURER'S REPORT.

As treasurer of the Board of Control of the Ohio Teachers' Reading Circle, I present the following statement of receipts and expenditures for the year ending July 9, 1891:

The receipts for membership fees have been as follows: Adams County, \$8.50; Allen, \$2.25; Ashland, \$6.00; Brown, 25c; Butler, \$1.75; Carroll, \$8.75; Champaign, \$19.00; Clark, \$2.75; Clermont, \$3.00; Columbiana, \$1.75; Crawford, \$3.75; Cuyahoga, \$2.25; Darke, \$8.00; Defiance, 50c; Fairfield, \$5.25; Fayette, 50c; Franklin, \$46.95; Greene, \$12.25; Hancock, \$6.75; Hardin, \$4.43; Henry, \$1.50; Highland, 25c; Holmes, \$4.25; Jefferson, \$12.25; Knox, \$1.00; Licking, 50c; Logan, \$3.36; Lucas, \$10.50; Marion, \$4.25; Montgomery, \$9.00; Morgan, \$1.75; Morrow, \$2.25; Muskingum, \$24.17; Paulding, \$3.25; Perry, 50c; Portage, 75c; Richland, \$4.50; Ross, \$18.25; Seneca, \$3.00; Shelby, \$7.25; Stark, \$19.75; Summit, \$5.50; Tuscarawas, \$42.25; Union, \$1.75; Warren,

\$3.75; Washington, \$3.75; Wayne, \$26.30; Williams, \$1.00; Wood, \$2.50; 25c; \$1.25. Total receipts \$365.21.

The expenses for the year have been as follows:

20,500 circulars, 1890-91.....	\$ 46.50
2,500 membership cards.....	5.75
Circular letters, letterheads and envelopes.....	8.50
500 roll blanks.....	2.25
Certificates and diplomas.....	40.00
Filling out 58 diplomas.....	10.75
Ribbon for diplomas.....	1.57
Expenses of Columbus meeting.....	42.80
Expenses of Massillon meeting.....	6.05
Telegrams and expressage.....	1.25
Mucilage and rubbers.....	.80
Postage.....	35.57
Printing pupils' course.....	1.75
Local expenses deducted, Clermont county.....	1.25
" " " Muskingum county.....	4.00
" " " Champaign county.....	1.00
Deficit last year.....	22.87
Clerical services.....	100.00
Total expenditures.....	\$332.66
Total receipts.....	\$365.21
Total expenditures.....	332.66
Balance on hand July 9, 1891.....	\$ 32.55

SECRETARY'S REPORT

The past year has been one of the most prosperous in the history of the Reading Circle. A comparison of the above report with that made at Lakeside, one year ago, shows a gain in the receipts of \$112.36.

The entire amount received during the year, \$365.21, represents a paid membership of nearly 1,500, the largest we have ever had.

Fifty counties are included in the treasurer's report. Franklin county takes the lead, with 188 paid members. Tuscarawas comes second, with 169. Wayne follows, with 106 members. Muskingum, 97, Stark, 79, and Champaign, 76.

The largest individual circle organized during the year was in Columbus, presided over by Miss M. W. Sutherland, with Miss Mary Haig as secretary. They report a regular membership of 118, with a maximum attendance of 125, and an average attendance of 85.

Sixty members from 16 different counties have completed a four years' course of reading and are entitled to their diplomas at this meeting. From present indications a much larger class will graduate next year.

The following course has been arranged for 1891-2:

I. *Pedagogy* :—

Lessons in Psychology, by Prof. J. P. Gordy.

II. *Literature* :—

1. Modern Classics, No. 4 (Houghton, Mifflin & Co.)
2. The Tempest—Shakespeare.
3. Hard Times—Dickens.

III. *History* :—

1. Life of John Quincy Adams—American Statesmen Series.
2. The Week's Current.

Recommended as supplementary to the above :—

1. Thackeray's English Humorists.
2. Edward Thring's Lectures on Education.

Having declined to serve for a longer time as Corresponding Secretary and Treasurer of the Board of Control, this will be my last report. While the duties connected with the office for the past eight years have been laborious and at times exacting, they have brought me into very pleasant relations with a large number of teachers in the State. I desire to thank the members for the assistance they have given me and for the interest they have manifested in the work.

I hope that in the future the membership will be largely increased and the influence of the Reading Circle as an educational force will be felt in every county in the State.

At the last meeting of the Board of Control, Supt. Chas. Hauptert of New Philadelphia, Tuscarawas County, an earnest advocate of the Reading Circle from the time of its first organization, and a most enthusiastic worker, was elected Corresponding Secretary and Treasurer for the ensuing year. All correspondence in the future should be directed to him. I now take pleasure in presenting the names of those who are entitled to diplomas:

- Adams County, 1: J. D. Darling.
 Clarke, 1: J. O. Grisso.
 Clermont, 1: George B. Bolenbaugh.
 Crawford, 5: John H. Keller, Rosa Royer, Grace McGuire, Laurie Stahley, Minnie Hadley.
 Delaware, 1: Mrs. Delia L. Williams.
 Greene, 2: Mollie M. Guthridge, M. J. Flannery.
 Franklin, 11: Emily Bortle, E. M. Howald, Hortense Brooks, Mary B. Price, Anna E. Riordan, Elise Howald, Ellen Remmy, Louise Remmy, Sabina Fischer, Flora Finn, Emma McCloud.
 Licking, 3: B. M. Legg, W. O. Shacklett, Samuel H. Layton.
 Marion, 6: Mrs. Henry Raub, Harley Simpson, Mrs. Nettie Strothers, Ada Stancilift, Nara Wise, L. May Copeland.
 Ross, 8: Mattie Keran, Sallie Rodgers, Frank Roberts, Janet McCoy, J. B. Seelig, Josie Webster, Mary McCague, Jennie W. Reed.
 Richland, 1: Bertha Ruess.
 Scioto, 2: W. E. Fite, Mrs. W. E. Fite.
 Summit, 3: Kate White, Minnie E. Jones, A. A. Rothrock.
 Tuscarawas, 11: Clara E. L. Myers, S. K. Mardis, J. A. Shott, Cora Schmitz, Clara V. Cresap, Delilah Cumming, Chas. L. Cronebach, U. G. Hostetler, Charles Hauptert, J. P. Kuhn, P. H. Sigrist.
 Warren, 3: J. F. Lukens, Sadie Pflaumer, Ed. E. Stevens.
 Wayne, 1: I. J. Buchwalter.

Respectfully submitted,

E. A. JONES, *Secretary and Treasurer.*

ADDRESS TO THE GRADUATES, BY MRS. D. L. WILLIAMS.

It is not expected that I make any extended remarks to you this afternoon, but I am not at all insensible of the honor which this State Association does me in allowing me to speak for it in congratulation and commendation of you and those whom you represent. Undoubtedly, you might have read all that you have read, without this organization; for you have the ambition and push and self-sacrifice to have done that, perhaps. But there are people that would not have done it except for this organization. It is very natural to us to like to have some recognition for what we have done, and so the Association has provided a diploma, which is a very simple affair in itself, but yet it means a good deal. When you look at it you will remember the evenings you have denied yourself for the sake of this reading. I have tried to think how many hours' work this four years' course represents. I do not know exactly, but certainly a good many score of hours of hard work. I think no one of you would be willing to lose what you have gained by this reading.

So your diploma means a good deal to you from the stand-point of your own work. Then it seems to me that it represents a good deal to you when you realize from whom it comes, the Ohio Teachers' Association, which I assure you is no mean body. The Association has a great deal of the best of knowledge, the best of culture in the State. It has in it men of a high sense of honor, men of noble characters (and when I say men, I mean women too). It seems to me that there can hardly be found a body of men and women in the world who are more earnestly loyal to each other than this Association. The recent death of one of our leading members has brought this to my mind. Let me remind you of those who have gone before, our own Dr. Andrews, our own Dr. Tappan, our own Dr. Hancock, and others; and the fathers, too, who are still living, our father McMillen and father Harvey, and others I might name, men who would rather lose their lives than betray a friend in this Association. It is into this communion that you are brought in a very special way by this course of reading. It is in the name of the Ohio Teachers' Association that I give you these diplomas to-day.

ADDRESS BY DR. J. P. GORDY.

The organization of reading circles within the United States shows the growth of the new ideal. Three hundred and ten years ago the first plea for the professional training of teachers was made. It is interesting to note the reasons advanced by Mulcaster for such training. His first reason was that in the teacher's hands is the means of making or marring the whole state. Second, it is important because of those who teach as well as those who learn. Third, the importance of the profession. Fourth, for the matter of the study, in which it is comparable with the greatest professions.

I submit to you that the first and last of these reasons are decisive of the whole question. Is the teacher's work important? Is the teacher's work difficult? Is the teacher's work of transcendent importance? It would be well for us to face these questions for a few minutes, for if the teacher's work is of transcendent importance, and if the teacher's work

is of supreme difficulty, we are bound to admit that this work requires the utmost possible preparation. If anything is self-evident, it is this proposition: A work requires an amount and character of preparation in proportion to its importance and its difficulty. Upon the right training of the child all good causes depend. Is the work of the teacher difficult? It is no less difficult than that of shaping and manipulating the impulses inherited from countless generations. Surely, then, if any man in any profession is bound, out of consideration of the character of his profession, to make the utmost possible preparation, it is the teacher. These things seem self-evident, and yet the world has not believed them and does not now fully believe them.

If you have a sick child, you get the best doctor you can find. If the property which you hope to bequeath to your child is in danger, you get the best lawyer; but when you want a teacher for your child you take it as quite another question. The cases are not unheard of in which the cheapness of the candidate is considered a very positive recommendation. Does the community rightly estimate the matter? And yet there are encouraging things. The organization of teachers' reading circles is one of the many indications that the world is getting awake to this fact.

I know of few more interesting things than to trace the growth of great ideas and ideals. Doubtless, those who heard Mulcaster in 1508 thought he spoke words of foolishness, but if anything on earth is immortal it is a true ideal. Seventy-five years passed by and everything went on as though Mulcaster had never lived; but five years later the first school for the training of teachers was opened, and another was opened twenty years later. In 1839, the first normal school in the United States was opened in Massachusetts.

Ideas are unchanging, but institutions in which these ideas are embodied are constantly changing. The history of the training of teachers in the United States is an interesting study of this truth. The first normal school opened in Lexington was founded on the idea that there is a teacher's knowledge of a subject, and in order to teach a child intelligently the teacher should have a broad knowledge of the subject; and also that inasmuch as teaching is supplying the conditions of growth, the study of mind is one of the things which the professional teacher must undertake. The institutions opened from this time on copied more or less successfully the one already founded.

But early in this century there was an institution opened at Oswego which took a more decided step in advance. A very important question which the average teacher must meet is, what shall I teach and how shall I teach it? The Oswego school gave to that question the most satisfactory answer. Teach those facts that illustrate principles. In teaching facts, use them as ladders by which we may climb to the laws and principles. The teacher must be guided by his own tact in knowing when the pupils are able to comprehend these laws and principles. The Oswego Normal School brought out more clearly than ever before that the material with which the teacher has to deal is mind. This school said, do not study mind as the people in the middle ages

studied nature, that is, from books. This is a mistake that many people make in the study of mind. The service rendered you by a text-book is exactly like the service rendered you by a guide in traveling. You can get a great deal of service from a guide; but suppose you refuse to look, of what advantage is your guide to you? Just the same sort of advantage as a text-book in psychology to him who refuses to study his own mind and the minds of those with whom he comes in contact.

I would like to submit these questions to you, fellow teachers: Does a teacher need an ample knowledge of a subject in order to teach it well? Is it true that a teacher needs to know mind in order to teach well? As strange as you may think it, there are teachers in the United States in high places, who yet deny the advantage of the study of mind to the teacher. Is it true that facts are important only as they illustrate principles? Is it true that the teacher should study mind not merely in the abstract or in the concrete, but individual minds? Every teacher here, I think, has had abundant illustration of these truths.

I want to close with this statement, that you must magnify your profession as it was not necessary to magnify it four hundred years ago. The school is becoming a more and more important factor in the education of the world. In ancient times it was the state, in later times the church; but no man who reads the signs of the times will hesitate to admit that the school is becoming a more and more important factor in the moulding of the character of the nation. If this is true, then the teacher must make more and more thorough preparation for his work.

MEMBERSHIP ROLL OF THE OHIO TEACHERS' ASSOCIATION FOR 1891.

Adams Co..—J. W. Jones, Manchester.

Allen.—Louise John, Anna Welch, Delphos; Nevada Shook, Lima.

Ashland.—Sebastian Thomas, Ashland.

Ashtabula.—I. M. Clemens, Ashtabula; Bell Barnum, Geneva; J. E. McKean, Mrs. J. E. McKean, Jefferson.

Athens.—C. W. Super, C. S. Wheaton, Kate Boyd, Mary Phillips, Willis Boughton, Helen M. Townsend, Athens.

Auglaize.—

Belmont.—B. T. Jones, Bellaire.

Brown.—F. S. Alley, Ripley.

Butler.—Alston Ellis, Mrs. Alston Ellis, Hamilton; B. B. Harlan, Middletown; J. P. C. Kalbfies, West Chester.

Carroll.—W. H. Ray, Carrollton.

Champaign.—J. M. Mulford, Ida Bunker, Stella Johnson, Florence M. Little, Mechanicsburg; W. McK. Vance, Urbana.

Clarke.—A. E. Taylor, Z. Taylor, L. S. Meloy, Springfield; W. W. Donham, Forgy.

Clermont.—Flora Beck, Lou Chatterton, Bethel; Geo. B. Bolenbaugh, New Richmond; J. W. Sleppey, Milford.

Clinton.—Frank D. Blair, Wilmington.

Columbiana.—M. E. Hard, F. R. Dyer, Salem.

Coshocton.—J. M. Yarnell, Mrs. E. A. Carnahan, Franc Robinson, Coshocton.

Crawford.—

Cuyahoga.—E. F. Moulton, L. W. Day, Miss E. M. Neill, Tillie Barstow, Elisa Swartz, Ida J. Brett, Helen Clyne, Emma K. Dana, Mary E. Comstock, Cleveland; C. F. Koehler, E. S. Loomis, E. D. Lyon, Berea; C. D. Hubbell, Bedford; F. P. Shumaker, Chagrin Falls.

Darke.—F. Gillum Cromer, S. E. Newhouse, Libbie Dennison, Ella Shover, Greenville; P. C. Zemer, Ansonia; Adelle Mackley, Gettysburg; J. M. Bunger, Leona Williams, May Dodds, Union City.

Defiance.—

Delaware.—D. E. Cowgill, E. T. Nelson, Hannah M. Pierce, W. G. Williams, Mrs. Delia L. Williams, J. W. Bashford, W. F. Whitlock, Delaware; J. W. Cross, Ostrander.

Eric.—C. C. Miller, Sandusky.

Fairfield.—

Fayette.—N. H. Chaney, Washington C. H.

Franklin.—J. A. Shawan, A. D. Selby, Margaret W. Sutherland, Anna M. Osgood, W. T. Morey, T. P. Ballard, F. B. Pearson, Harry Corns, W. H. McFarland, Mary Blakiston, Olive Flowers, Kate R. Blair, Martha J. Maltby, Mary Haig, Louise Kanmaker, Anna Sims, E. Milli Howald, Sabine Fischer, W. H. Scott, Columbus; Frank Elsey, Hilliards; S. H. Layton, Dublin.

Fulton.—

Gallia.—J. B. Mohler, Gallipolis.

Geauga.—

Greene.—E. B. Cox, F. G. Steele, Mary Wilgus, Clara L. Martin, Alice Galloway, Xenia; R. W. Mitchell, Alpha; M. J. Flannery, Jamestown; Mollie M. Guthridge, G. A. Hubbell, Fairfield; Carina B. McKinney, Yellow Springs; Rosa B. Withoft, Osborn; Anna M. Torrence, Clifton.

Guernsey.—O. T. Corson, Cambridge.

Hamilton.—G. A. Carnahan, E. R. Booth, C. B. Ruggles, W. H. Morton, Mrs. A. M. Morton, Geo. F. Sands, Mrs. Carrie N. Lathrop, Cincinnati; E. W. Wilkinson, Linwood; F. B. Dyer, Laura A. Rice, Madisonville; O. P. Voorhes, Hazlewood; S. T. Dial, Lockland; J. P. Cummins, Clifton; Horace Hearn, Westwood; C. S. Fay, Wyoming; Carrie E. Moores, Carthage; Mary K. Sweeney, Riverside; J. L. Trisler, Hartwell.

Hancock.—J. W. Zeller, Findlay.

Hardin.—H. S. Lehr, Warren Darst, Ada.

Harrison.—

Henry.—

Highland.—Samuel Major, Mrs. Samuel Major, Hillsboro; J. S. Arnett, Greenfield.

Hocking.—R. E. Rayman, Nanna McBride, Ida Fickell, Logan.

Holmes.—

Huron.—Nellie McDonald, Norwalk.

Jackson.—

- Jefferson*.—H. N. Mertz, Steubenville.
- Knox*.—L. D. Bonèbrake, J. K. Baxter, Mt. Vernon; S. H. Maharry, Centerburg; D. H. Painter, Will E. Painter, Walter E. Painter, J. E. Painter, Martinsburg.
- Lake*.—T. W. Harvey, G. W. Ready, Grace Hough, Painesville.
- Lawrence*.—W. R. Comings, L. W. Sheppard, Ironton.
- Licking*.—J. C. Hartzler, Newark; I. C. Painter, Hanover.
- Logan*.—H. Whitworth, Bellefontaine; J. M. Reason, West Liberty.
- Lorain*.—H. M. Parker, Ida C. Allen, Elyria; F. D. Ward, Miss E. N. McConnell, Lorain; Alma Sprague, Wellington.
- Lucas*.—J. I. Ward, Toledo.
- Madison*.—J. W. MacKinnon, D. J. Schurr, London; C. B. Millikin, West Canaan; Chas. F. Sanford, Rosedale.
- Mahoning*.—F. Treudley, Elizabeth Patterson, Youngstown; Reuben McMillan, Canfield; M. A. Kimmel, Poland.
- Marion*.—Arthur Powell, Anna W. Fite, Marion.
- Medina*.—B. F. Hoover, Lodi.
- Meigs*.—S. P. Humphrey, Middleport.
- Mercer*.—
- Miami*.—C. L. Van Cleve, Lillian Robb, R. M. Brown, Troy.
- Monroe*.—
- Montgomery*.—W. J. White, Margaret Burns, Dayton; H. A. Myers, Miamisburg.
- Morgan*.—
- Morrow*.—
- Muskingum*.—T. H. Paden, New Concord.
- Noble*.—H. B. Williams, Susie Harsh, Caldwell.
- Ottawa*.—
- Paulding*.—
- Perry*.—G. W. DeLong, Corning.
- Pickaway*.—
- Pike*.—
- Portage*.—Addie Wilmot, Mantua; Anna M. Nutting, Clara L. Tupper, Kent.
- Preble*.—J. P. Sharkey, Emma Bloomfield, E. G. Vaughn, Eaton; F. G. Shuey, Camden; John Morris, Gratis; E. C. Eikenberry, Eldorado; Lou Middaugh, New Paris.
- Putnam*.—
- Richland*.—John Simpson, Bertha Ruess, Mansfield; Leila Sawhill, Ontario; C. H. Handley, Shelby.
- Ross*.—E. S. Cox, Jane Winn, Chillicothe.
- Sandusky*.—W. W. Ross, Fremont.
- Scioto*.—Emily Ball, Portsmouth.
- Seneca*.—J. H. Snyder, F. W. Wenner, C. A. Krout, Tiffin.
- Shelby*.—M. A. Yarnell, Ida Haslup, Edna Betts, Sidney.
- Stark*.—J. J. Burns, Mrs. J. J. Burns, Canton; Ellen Lehman, Lake; M. C. Lytle, Canal Fulton; E. A. Jones, Massillon.
- Summit*.—W. V. Rood, W. D. Shipman, Samuel Findley, Jennie Gifford, Mary E. Stockman, Akron; Cynthia E. Viall, Tallmadge; Lola Tupper, Mogadore.

Trumbull.—Chas. P. Lynch, Lettie Bennett, Warren; A. W. Kennedy, Girard.

Tuscarawas.—Chas. Hauptert, New Philadelphia; S. K. Mardis, Gnadenhutten; J. W. Pfeiffer, Anna M. Eaton, Canal Dover; J. C. Conway, Dennison.

Union.—Josephine Lawrence, Marysville; Helen Hathaway, Milford Center; G. W. Walker, New Dover.

Van Wert.—

Vinton.—

Warren.—J. F. Lukens, R. H. Holbrook, Mrs. R. H. Holbrook, Lebanon; J. C. Ridge, Waynesville.

Washington.—M. R. Andrews, W. W. Boyd, Julia E. Hickok, J. L. Jordan, Marietta.

Wayne.—W. S. Eversole, S. S. Milligan, S. F. Scovel, Wooster.

Williams.—W. A. Saunders, Bryan.

Wood.—

Wyandot.—George Rossiter, Ida McDermott, Nevada.

Other States.—R. W. Stevenson, Wichita, Kas.; E. O. Vaile, C. E. Morse, Chicago, Ill.; P. B. Hulse, New York, N. Y.; W. S. Goodnough, Brooklyn, N. Y.; R. A. Kneeland, Rochester, N. Y.; D. P. Pratt, Carlisle, Ky.

O. T. R. C.

DEAR MR. FINDLEY:—As treasurer of the Board of Control I desire to acknowledge through the MONTHLY the following sums for membership fees received since my report of May 22.

June 3.—T. S. Lowden, Fredericksburg, Wayne Co.....	\$ 2 50
“ 5.—Eleanor H. Wilmot, Columbus, Franklin Co.....	1 75
“ 10.—E. E. Smock, Cambridge, Guernsey Co.....	8 00
“ 12.—R. H. Sunkle, Winesburg, Holmes Co.....	1 75
“ 15.—A. B. Stevens, Stryker, Williams Co.....	1 00
“ 20.—W. F. Allgire, Versailles, Darke Co.....	25
“ 21.—J. F. Lukens, Lebanon, Warren Co.....	3 75
“ 20.—Annie Porter, Bethel, Clermont Co.....	1 00
“ 27.—Annie R. Miller, Findlay, Hancock Co.....	25
“ 30.—Nellie Kreager, Licking Valley, Muskingum Co.....	50
July 1.—Ada Stancilift, LaRue, Marion Co.....	1 50
“ 2.—J. W. Millette, Dunkirk, Hardin Co.....	1 68
“ 4.—J. J. Bliss, Crestline, Crawford Co.....	3 50
“ 4.—Fred Schnee, Cuyahoga Falls, Summit Co.....	4 00
“ 7.—W. H. Ray, Carrollton, Carroll Co.....	8 75
“ 8.—Reynold Janney, Chillicothe, Ross Co.....	17 50
“ 8.—Chas. Hauptert, New Philadelphia, Tuscarawas Co.....	38 25
“ 8.—L. L. Nave, Massillon, Stark Co.....	3 75
Total.....	\$99 68

Yours truly,

Massillon, O., July 10, 1891.

E. A. JONES, Treasurer.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

Before another issue of the MONTHLY, the summer institute season will have closed. It is a time of revival—a time to get clearer views, deeper inspiration, higher courage. The measure of good one may get depends largely on his capacity to receive. But the main object of this paragraph is to ask all our good friends in the institutes not to forget the MONTHLY. It is a favorable time to renew your subscription and to induce others to subscribe. A premium copy of WEBSTER'S INTERNATIONAL DICTIONARY is ready for the county institute that sends in the largest list of subscribers. Which shall be the banner county?

The meeting of the Ohio Teachers' Association at Chautauqua may be called an average one, both as to the number in attendance and the character of the proceedings. Those of our readers who were not there, of course missed the friendly greetings and the inspiration of the occasion, but they have in this number of the MONTHLY most of what was said and done there—the papers in full, with the exceptions noted, and a full synopsis of the discussions. Several of the papers will bear reading and re-reading.

Chautauqua is more beautiful than ever, and the management spared no pains to make the occasion both enjoyable and profitable. The "Teachers' Retreat" and the various summer schools were in full blast, all being open to the members of the Association, and many availed themselves of the opportunity of hearing Col. Parker and other notables.

We hear good reports from the Toronto meeting, of which more in our next issue.

MR. MILLER FOR COMMISSIONER.

As predicted in our last issue, the Democrats have nominated C. C. Miller, of Sandusky, as their candidate for State Commissioner of Common Schools. Mr. Miller was born at Baltimore, Fairfield County, Ohio, in 1856. He obtained his early education at a country school, then attended village schools, and in 1876, graduated from Fairfield Union Academy, at Pleasantville, Ohio. Before entering the Academy, he taught in district schools, paying his own way through his entire school course.

He entered Ohio State University, and graduated in the classical course in 1883. During his Junior and Senior years in the University, he was tutor in Latin and Greek.

Immediately upon graduation, Mr. Miller was chosen superintendent of the public schools of Eaton, Ohio, which position he held for three years. He was then elected to a similar position at Ottawa, Ohio, where he remained four years, being re-elected each year at an increase of salary. In 1889 he was nominated by his party for the office of State Commissioner of Common Schools, and was defeated by the late Dr. John Hancock.

In May, 1890, Mr. Miller was elected to the superintendency of the public schools of Sandusky City, and at the close of one year's work was elected for two years, and his salary increased to \$2000.

In March of 1890, he was appointed a trustee of Ohio State University, his Alma Mater, being the first alumnus so honored. He has been a member of the county boards of examiners of Preble and Putnam counties, and holds a life certificate from the State Board of School Examiners. He is an earnest and scholarly institute instructor, and has constant demands for work in these lines. He is in the vigor of young manhood, and has had eighteen years' experience in school work. On the death of Dr. Hancock, he was appointed Commissioner by the Governor.

STATE EXAMINATION.

There were twenty-two men and five women before the State Board of Examiners at Columbus, July 1, 2, and 3. Certificates were granted as follows:

HIGH SCHOOL LIFE CERTIFICATES.

Wm. F. Allgire, Versailles; N. H. Bartlett, Germantown; P. S. Berg, Apple Creek; Frank Jones, Louisville; W. S. Jones, Marlboro'; J. B. Mohler, Gallipolis; and L. W. Sheppard, Ironton.—7.

COMMON SCHOOL LIFE CERTIFICATES.

Sarah Peacock, Cincinnati; Bertha Ruess, Mansfield; Edward T. Brewster, Dayton; George W. Leahy, Columbus; P. T. Spinning, Springfield; Edward Truman, Nelson; W. F. Trump, Hamilton; and Wm. H. Weir, Springfield.—8.

PERSONAL.

—C. H. Handley has been re-elected at Shelby, Ohio.

—E. Williams succeeds S. P. Baughman at Lucas, Ohio.

—C. N. Crabbs, of Attica, is president of the Seneca County Teachers' Institute.

—R. H. Morison, of Carey, has been elected superintendent of schools at Cardington.

—G. W. Walker will have charge of the New Dover Township schools the coming year.

—T. B. Weaver has been unanimously re-elected at Shiloh, Ohio, and salary increased.

—W. M. Glasgow, of Madisonburg, will have charge of the schools of Le Roy next year.

- D. P. Fulmer will remain another year at Perrysville, Ohio.
- R. H. Sunkle has been called to the principalship of the Millersburg High School.
- L. H. Rogers, of Ada, has been called to the superintendency of schools at Caledonia.
- Henry L. McClellan has been called to the principalship of the Crestline High School.
- W. V. Smith for past two years superintendent at Caledonia, has resigned to engage in business.
- A. W. McCulloch, of Holmes Co., Ohio, has been elected principal of schools at Wilcox, Neb.
- Miss Kittie Smith, of the Defiance High School, has been elected principal of the Marion High School.
- R. E. Diehl conducted a summer normal school for eight weeks, at Antwerp, Ohio, with a good attendance.
- C. M. L. Altdorffer has been re-elected principal of schools at Canfield, Ohio, after three years of service.
- Supt. H. A. Myers, of Miamisburg, has resigned intending to complete his law course at Ann Arbor, Mich.
- A. B. Carman has resigned his position in the Barnesville High School, to attend Harvard college next year.
- John E. Morris, of Greenville, Pa., is one of the instructors in the Christy School of Methods, at Jefferson, Ohio.
- W. W. Boyd, of the Marietta High School, succeeds C. K. Wells in the superintendency, and H. E. Smith becomes principal of the High School.
- A. C. Burrell, late of the Painesville High School, has taken the general agency of the Teachers' Equitable Building—Loan Association for Indiana and Michigan.
- Prof. R. H. Holbrook, of Lebanon, Supt. C. C. Miller, of Sandusky, and Supt. J. E. McKean, of Jefferson, were each accompanied by a bride at Chautauqua. Congratulations all around.
- I. C. Guinther has resigned the superintendency of schools at Utica, Ohio, to take a position in the Galion High School. He does this at a financial sacrifice, for the sake of invalid friends.
- A. C. Deuel retires from the superintendency of the Urbana schools, a position he has held for thirty-five years, and is succeeded by W. McK. Vance who, for the present, assumes duties of superintendent and principal of the High School.
- President C. W. Super, of the Ohio State University, delivered the annual address at the commencement exercises of the Toledo High School, Friday evening, June 26. The address had as its subject "Educational Ends," and was an able and interesting performance.
- Professor Willis Boughton, at the head of the English Literature Department of the Ohio State University, is announced by University Extension Society of Philadelphia as one of its star lecturers for next season. He will give the initial lecture about October 1. His work will be in English Literature. Professor Denton J. Snyder will be the other star lecturer.
- We are pained to chronicle the very sad death of Prof. E. H. Stanley of Oberlin college. He died of diphtheria, July 22, after a short illness, and was buried the same day. He was a young man of great promise—only twenty-eight years old. After teaching in public schools and in Mt. Union college, his alma mater, he was called in 1888 to the chair of mathematics in Oberlin. He was president of the North-Eastern Ohio Teachers' Association for the year 1890.

— THE —

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

Vol. XL.

SEPTEMBER, 1891.

No. 9.

THE PLACE OF THE CITY TRAINING SCHOOL.

ELLEN G. REVELEY, PRINCIPAL TRAINING SCHOOL, CLEVELAND, O.

In the complex life of our American cities, no department of city affairs is of greater importance than the conduct of our public schools; and no department is more worthy of the concentration and study of our ablest minds. With an ever-increasing immigration, the property of the people is taxed more and more heavily to provide shelter for crowds of children in school-houses, and to maintain adequate instruction in the schools. But material prosperity is less important and more readily attained than the provision of sufficient numbers of skilled and trustworthy teachers to lead and shape the destiny of the great mass of future American citizens. George William Curtis recently said, "The key of an efficient public school system is not the school property, nor the appropriations for maintenance, indispensable as they are. Reason, experience, the common consent of all great thinkers and all authorities upon the subject, agree that the teacher is the school."

Taking into account the increasing number of teachers demanded, and the higher qualification insisted on, what shall be the source, and whence the supply of teachers for the public schools of our cities? Under what conditions shall these teachers be allowed to enter upon the vast responsibilities imposed upon them?

Our excellent system of high schools offers opportunities to gain a good secondary education, practically free of expense. Every year, larger numbers of young men, and notably of young women, are seeking the advantages of college and of university. The question of scholastic preparation is really settled by the advantages of education available to all who would become teachers.

The state seeks to guard the entrance of this the most numerous body of its servants; every candidate for the office of teacher must be able to satisfy the state that he measures, at the least, up to the level of the required scholastic attainments for teaching. Why should not the standard of teaching qualifications be uniform for the whole country as in other branches of public service?

The development of scientific method has made apparent the fact that knowledge of subjects to be taught does not prove fitness to teach.

Practical experience had already demonstrated the necessity of affording opportunity to acquire skill in teaching. Science and experience ask that candidates for the office of teacher be trained in educational methods.

These general fundamental demands for opportunity to prepare to teach are supplemented by two special and local demands which have led to the organization of city training schools.

First, The higher the average educational intelligence in a community, the greater the insistence of the people for skilled teachers.

Second, The more numerous the population, and the greater the number of high-school graduates, the greater the supply of untrained persons seeking to become teachers in the city schools.

The establishment of such training schools at public expense has been accomplished through the wise forethought of educational leaders in nearly all the principal cities of America.

The tendency of the times is to admit to such schools only pupils that are graduates of high schools, or some school of equal grade, and even these suffer in comparison with fellow students who have had the advantages of college or university training.

The training afforded in these professional schools should be such that the primary, secondary, and higher schools of cities and towns where training schools exist, can be entrusted only to teachers of known and recognized ability; and the standard of the schools of such cities should be higher because of this training.

Under these conditions, how shall the schools for the training of city teachers be conducted?

Experience has proved that the course of study in a training school should provide both theoretical and practice departments, the first the conditioning,—the second the conditioned.

To quote an eminent European authority, "The training of the pupil-teacher will increase his efficiency in the school-room, but the theoretical department will assist greatly in his self-development, inasmuch as it extends his horizon, helps to furnish his mind, ennobles his nature, and assists in forming his character."

Scientific method demands that the student gain an insight into the human mind; the action of its faculties, its growth and order of unfolding. But scientific method demands as well, an extended knowledge of the means to be used; it calls, too, for a distinct apprehension of results to be obtained, and a clear understanding of adaptability of means to end.

There is, doubtless, a great diversity in the courses of study in the theory department of different schools. But, at the present time, nearly all educators agree that the essential studies in a school for training teachers are Psychology, Methodology, and the History of Education.

Horace Mann believed that professional schools for teachers are a new instrument in the advancement of the race. Since the organization of the first one on this hemisphere, about fifty years ago, the truth has been established that every philosophical teacher must have gained a knowledge of mind action. To-day, it were needless to argue that Psychology occupies an undisputed place in the curriculum of a Normal or Training School. But the study of Psychology should be carried on by the natural method, in the application of abstract truth to the minds of teacher and pupil.

All educators agree that Methodology should be based on review studies of the future subject-matter of the Elementary schools. All do not agree as to the pursuit of review studies independent of methods, nor as to the relative value of the study of Methodology. All, however, must admit that a good method is worthless in application, unless the subject-matter be correct and clear. And the truth has been often demonstrated that persons possessing funds of correct knowledge clearly apprehended have been failures as teachers.

The test of a method is its accord with principles inherent in the nature of mind; this is the only touch-stone. But even a good method of teaching can only be of practical value when applied to mind. So while the course in the theory department is pursued,

practice teaching must supplement method study. To this end, visits should be made by pupil teachers to the practice department, in order to observe lessons given by fellow-pupils; visits should also be made to the school-rooms of experienced and successful teachers. Another means of testing methods is to detail small classes of children to appear before the theory department, in order that pupil-teachers may exercise their ability to teach according to methods under discussion. A third valuable exercise to give practice in teaching is for some member of the theory department to assume charge of his own class and question his fellow-students on some topic assigned as a lesson. This exercise leads to the acquirement of a clear, concise, logical, and prompt habit of questioning and cultivates the critical faculty under favorable conditions. Thus the theory department and the practice department overlap each other. Theory of education cannot be studied advantageously without application in practice, and practice must depend on theory as its guide.

Unfortunately, most of the students in a city training-school have studied only in the schools of that city. They have no conception of the evolution of educational ideas; they know nothing of the reforms of the past, nor are they yet able to discriminate in any degree between the strength and the weakness of existing customs as carried on in modern educational systems. The Secretary of the Massachusetts Board of Education says, "The last topic of study to be pursued in the normal school, is the History of Education, because the pupil-teacher is not prepared to comprehend in a practical way, either the nature or the value of the different educational systems of the past until he has become familiar with the abstract principles upon which a true system must be founded, and also with the ends which our modern public schools should be adapted to secure."

In the school for training teachers, the question is not only what does one know? but what is one able to do with what he knows? Is he able to do that which the Training School has aimed to help him to prepare to do?

In order to test, satisfactorily, the quality of ability to teach, right means must be provided to develop the potential power of the pupil-teacher. To this end, in every well regulated City Training School, practice departments have been created to give opportunity for a prolonged effort of the pupil-teacher. As Dr. Soldan recently said, "No description of methods, no theoretical teaching

can equal the direct practical lessons which trainers derive from their intercourse with children in actual school-room work."

The plan of conducting the practice department usually follows one of two directions,—viz: either to give practice in teaching for limited periods in all grades of a school which is controlled by others, or to give the pupil-teacher but one grade, allowing him to assume the responsibility of government and instruction for a continuous period. In either case the work is carried on under the advice of a critic teacher. The critic teacher should be a person of large practical experience and wide theoretical knowledge. The number of practice schools should be sufficient to afford as extended an experience for each pupil teacher as is possible.

A training-school should be in educational methods what a test-garden is in horticulture.

The training-school should test, first, the purpose in voluntarily seeking the vocation of teacher; second, the interest in children, proving whether it be real, living interest or merely sentimental; third, the ability to put the pupil-teacher's mind *en rapport* with the minds of the pupils.

The training-school should make clear the fact that the pupil-teacher has or has not the teacher's temperament. If it prove that he is a teacher, it will make him enthusiastic in action and devoted in purpose.

If this preparation to become a teacher consist, (1) of practice in teaching one's associates; (2) of trial lessons given to classes of children; (3) of visits to well-conducted schools; (4) of a reasonably long experience in the practice department; and if this practice follow careful study of the principles of teaching as founded in the laws of mind, there must be developed aptness to teach, provided the germ existed. The development of teaching ability under right conditions is as certain as the appearance of vegetation in favoring climate and nurturing soil.

Having thus outlined in a general and imperfect manner, (1) the necessity, (2) the entrance qualifications, (3) the professional work, and (4) the possible outcome of the organization and maintenance of the city training-school, let us look at some of the disadvantages it has to encounter.

In the first place, it is looked upon by a class in community as a mere channel for entrance into the ranks of city teachers; such parents desire their children to become teachers either for the honorable place it gives them in community, superior to their own,

or solely as a means of livelihood till some other means offers itself. As a result, many children are seriously set aside or dedicated at an early age to the office of teacher and this is done long before their scholastic ability is developed, their dispositions manifested, or their physical health determined. Such candidates often come from homes of little culture, and beyond the bare acquisition of knowledge gained in the schools, often imperfectly assimilated, they are in no way fitted to become candidates for the office of teacher.

In order to offset this disability, some Boards of Education make another entrance qualification to the training-school,—viz; that graduates of the High School must be recommended by the faculty as peculiarly adapted in mind, scholastic acquirement, and character, to be teachers.

A second disadvantage is the early age at which many pupils are able to graduate from the High School and thus claim an entrance to the training-school. The average American is not fitted by development of reasoning power and judgment, to assume the conduct of a school before twenty-two, or at the least twenty years of age. This is also as early as the average American woman is fitted physically to bear the strain of the unceasing care and labor laid upon her in the duty of teaching. A comparison of the ability of students having obtained the age of twenty-five years and of those but seventeen, leads me to judge that most of the pupil-teachers in our city training-schools are too young to have received the full benefit of instruction in the High School and training-school, and too young to assume the grave responsibilities of teacher.

The results are that reproach often follows their endeavors, or else in their great desire to succeed, the strain breaks them down physically and makes them old prematurely. To avoid such calamities, educational authorities in some cities have fixed a standard of age for admission to the ranks of teachers in city schools.

A third disadvantage in all training-schools where entrance means exit by graduation, is that students are able to graduate who have shown little or no skill and adaptability in teaching, or who have failed to govern while trying to teach in the practice department.

The remedy for this is that the Board of Education entrust to the principal of the Training-School, the power to advise all such pupil-teachers to withdraw from the school, and for the Board to refuse to graduate all who have been thus advised. This is only a partial barrier, since the standard of the principal and the pa-

trons, or even of the members of the Board, may vary widely, and the principal is obliged to act with a view to "the greatest good to the greatest number."

A fourth disadvantage is the brief period allowed in the training-school for preparation to teach; this period is generally but one year, seldom two. This is due to the American spirit, to hurry all operations, grave or gay, serious or trivial. Relief can only be had in a better understanding in the community of the magnitude of the work to be accomplished, and a better appreciation of the truth, that a teacher must have time to grow, as well as vegetation; that time is an element in all development of hand, heart or mind.

The causes of the existing disadvantages are the newness of the idea and the recentness of the organization of professional schools for city teachers. The disadvantages are outnumbered and outweighed by the advantages of special training as already set forth: (1) In the general education which may develop into one still more broad and thorough. (2) In the professional training which has embraced the study of children, and a knowledge of their needs. (3) In the training which has evolved means to supply, as far as possible, the needs of the child, and to prepare him to be a right-minded citizen. (4) In the training which has widened the pupil's educational horizon by the study of educational history and educational literature.

Lastly, all these active forms in connection with the general culture of the trained teacher, inspire enthusiasm and kindle zeal; they deepen purpose to be worthy of the vocation of a public school teacher in the land where the common school idea is as old as the foundation of the government, and where it has become the vital circulatory system that energizes the growth of Americans and fits them to become leaders among the nations of the earth.

SPIDER-WEB WRITING.

CELIA DOERNER, CINCINNATI, O.

This is a style of writing with which you are all familiar. It may be defined as the kind which is produced by the slightest possible contact of the pen with the paper and the least possible amount of ink that may be eked out so as to indicate, however faintly, the outlines of the letters and words.

Though I have not been able to determine the exact age and birth-place of this pedagogical monstrosity, it probably saw the

light somewhere in the United States and about the middle of this century, perhaps a little later. The art of writing had long been so common that everybody had to be trained therein as a matter of course, and often without any reference to its ultimate use. Finally, the axiom that "writing is meant to be read" was well-nigh forgotten and teachers, through excessive guarding against the heavy, clumsy strokes of the pen apt to be produced by the untrained fingers of the "infants," at last succeeded in evolving the anomaly which I have characterized as above.

As it appears to me that this style of writing is greatly on the increase in this country (I have yet to see the first specimen of it among foreigners), it may be worth our while to consider its merits and demerits. Of the former I know only one; it economizes ink. But considering the cheapness of this fluid, the advantage may be represented by one of those infinitesimally small quantities, which by the laws of mathematics and of common sense may be entirely disregarded. On the other hand, the disadvantages are so great, that all who give the matter any thought must come to the same conclusion, viz: that the spider-webs, if they can not be entirely banished from the school-room, must at least be confined to the walls and ceilings, and not be allowed to spread themselves over the copy-books.

If the first requisite of good writing is legibility, then surely a bold, firm hand is far better than one in which apparently the sole object of the writer has been to *prevent* his product from being read. Of course very broad, heavy strokes must also be avoided, though this extreme is far preferable to the other, just as a pronounced character of some sort is better than the absence of all character.

In the writing of most foreigners there is a slight difference in the strength of the up-strokes and the down-strokes in favor of the latter, though the former never approach invisibility. Either this style may be adopted, or one in which all the strokes are of like strength and clearness. I believe the first style is to be preferred; for, as every artist will testify, a proper degree of shading is an element of beauty. Anything, however, is better than hair-lines.

People speak of the character of one's hand-writing almost as they would of the character of a person. And I believe there is a much closer connection between the character of the writer and that of his writing than most of us are willing to admit, though of course both may be greatly disguised by training. But by dint of cultivating the spider-web style, all character in the writing is crushed out

as soon as it begins to assert itself, and who will say that the character of the writer will not suffer thereby? If character is only "a bundle of habits," then a bad habit more or less must make a difference.

By handling the pen after the spider-web fashion, the writer can never acquire the necessary firmness and the full control of the implement. He is almost afraid to have his pen touch the paper lest it may accidentally produce a mark that is plainly visible with the naked eye; hence his writing is apt to be as tremulous as that of a centenarian.

There can be no beauty in such writing, or if there be, the beauty shrinks from sight and becomes apparent only in proportion as the spider-webbiness yields to common sense.

Finally, such writing is hard on the eyes of the writer and harder still on those of the reader. This alone would be reason enough for its banishment. If it were possible to calculate the number of eyes that have been permanently injured only by indulgence in this fashion, it would need no further argument to convince its followers that a reform is necessary. I know of persons with weak eyes who, though they can read an ordinary plain hand without trouble, can decipher one of the spider-web kind only with great difficulty, and fail utterly when the writer has been affected by the malady in an aggravated form.

If teachers will make war upon these pen-and-ink spiders and spider-webs wherever they find them, they will do more to improve the penmanship of their pupils than by teaching them unnecessary and meaningless flourishes.

THE WARREN COUNTY MOVEMENT.

BY J. F. LUKENS.

It has long been a question of deep interest and earnest and frequent inquiry among the teachers of Warren county: "What can be done, what shall we do, what will our county association of teachers do, to improve the sub-district schools of Warren county?"

Many efforts had been made to harmonize the curriculum of study, to organize and harmonize township and county school work, but only meager results had been attained at the time of the initial of the "movement" which is now being wrought out in this county.

At South Lebanon, December 21, 1889, the county teachers' association was in session, and the subject of "graduation from

country schools" was formally brought before the teachers by Principal S. A. Stilwell (of Leelan then, now of Waynesville) and followed by a general discussion, at the conclusion of which Mr. Stilwell introduced three little resolutions of one or two lines each :

1. That county examiners hold two pupils' examinations annually.
2. That township boards of education provide for township commencements.
3. That graduating pupils be admitted to any high school in the county.

These were adopted, and there and then was born the "Warren county movement." At that meeting Mr. Stilwell was made the chairman of a special committee of ways and means to promote and provide for graduation from sub-district schools.

At Lebanon, February 22, 1890, the special committee made report to the association in eight resolutions, which were adopted, and submitted, in April, 1890, to the township boards of education, and adopted by a minority of the townships, the majority rejecting them, or taking no action at all.

At Lebanon, August 21, 1890, the county teachers being assembled in county institute, a special committee, consisting of S. A. Stilwell, T. E. Keelor, E. E. Stevens, Ira F. Bigony and John M. Lane, prepared and submitted as a basis for organization and procedure, nine resolutions, which were adopted. The resolutions were at once submitted to the township boards of education, and adopted by every township in the county. The resolutions are as follows :

1. The teachers of Warren county desire to do all in their power for the up-building of the sub-district schools of the county, and for the advancement of the pupils attending the same.
2. They recognize that the interest of the sub-district schools is limited, and that it would be increased to a considerable extent by some system of graduation.
3. That a central committee of five teachers, one of whom shall be a member of the board of county examiners, shall be appointed by this association; and that the chairman of the central committee shall be the member who is county examiner.
4. That the members of the central committee shall hold their positions for three years; provided, that at the first meeting of the committee the members thereof shall arrange themselves in three divisions or classes of one, two and two, respectively, the duties of the first class to cease at the expiration of the first year, of the

second class at the expiration of the second year, and of the third class at the expiration of the third year, so that a part of the central committee may be appointed each year; and that this association shall fill such vacancies as may occur in the central committee at any time.

5. That the central committee prepare two lists of questions on the common branches: reading, spelling, writing, arithmetic, geography, physical geography, grammar and United States history, to be used at the examinations held in the townships on the second Saturday of March, and on the second Saturday of April of each year; and that these examinations shall be of such a character as shall enable the successful applicants to enter any high school in the county.

6. That the central committee shall appoint subordinate committees of three competent persons for each township, who are teachers or residents of the township, and who are to serve for three years, one new member being appointed each year; and that the subordinate committee shall conduct the examinations in their own townships, using the lists prepared by the central committee, and shall transmit the papers of these examinations to the central committee who shall grade them and report the results to the subordinate committees.

7. That the central committee and subordinate committee serve without pay, and that the only expense be for postage, stationery, printing and diplomas, and such other necessary expenses as are incident to examinations, which shall not exceed five dollars annually for each township, and that the same be paid out of the contingent fund of the township.

8. That a diploma shall be granted to each pupil who shall attain an average of seventy percent, and not less than fifty in any one branch, and who shall deliver an oration or read an essay in some public place provided by the township board of education.

9. That these resolutions shall be presented to the various township boards of education at an early date, for their approval, adoption, and co-operation.

The prompt approval and adoption of this basis of organization and co-operation completed the compact, prepared the way, and made the paths smooth. The work began in September and continued throughout the school year. In every school house the pupils and teacher felt a new impulse. At every monthly meeting of the association the subject, "graduation from the sub-district

schools," was discussed. And so the "movement" went on. From the school house to the homes and social circles and farmers' meetings the discussion was carried, until teachers, pupils and patrons became wholly awakened, interested and enthusiastic in "graduating" from the common schools.

At the examination held in March and April, 1891, the whole number of applicants for diplomas was two hundred and forty-two, of whom one hundred and forty-two successfully passed the ordeal. Under the direction and management of the township boards and the subordinate committees commencements were held in the various townships, and on the first Saturday of June all the graduates and large delegations from all the townships met in Lebanon and filled the grand opera house with an audience of fifteen hundred people.

The formal address was made by Prof. R. H. Holbrook, on the importance and very great practical value of "Organization." Excellent instrumental and vocal music was furnished by Lebanon musicians, and all the expense of the hall was paid by the county association of teachers. At the conclusion of Prof. Holbrook's address the pupils were called forward by townships and briefly addressed by Superintendent Joseph F. Lukens, of Lebanon, from whose hands the pupils received their diplomas. And thus ended the first year of the new "movement."

But a new problem has already arisen, and it is a very natural corollary to the main proposition. It is this: Many of these graduates desire to go to the high schools, and they have friends at court, that is, in the township boards. And already three of these boards have formally set aside funds to pay the tuition of such pupils as may attend the village high schools. The question will be met by all the township boards, and the new blood, the vigorous life of the rural districts, will be infused into the village schools and the product will be better, broader, deeper.

Lebanon, Ohio, July 30, 1891.

TEACHING AS A PROFESSION.

. BY J. A. HEDGES.

There is no doubt, I think, that teaching is destined to stand among the learned professions, if it is not already included among them. The three so-called learned professions watch with a jealous eye any attempt to place upon an equal footing with them any other profession or calling in life. They fear their time-honored

place in the hearts of men will be endangered, and they are jealous of the aspirations of any other calling that seeks to share with them the honored place they have long claimed as their own.

Why should not teaching be included among the professions? Is it because it does not require as great a degree of education to make a teacher as it does to make a lawyer, a doctor, or a minister? It certainly requires as much general education to become a successful teacher as it does to make a successful lawyer, doctor or minister. Moreover, the teacher requires as much special training for his work as the members of the other professions do for theirs.

There is some similarity between the profession of teaching and the other three professions which may be noticed. The physician must study the anatomy of the human body, its diseases and their remedies, together with the influence of mind upon body; the teacher must study the human mind and its weaknesses, together with the influence of the body upon the mind, and must know how to apply the necessary remedies in order that he may build up and strengthen the mind. The lawyer interprets and applies the law, and should he rise to the dignity of a statesman, he may have something to do with making laws; the teacher is not only the interpreter but also the maker of his own laws, and those laws must be as exactly suited to his own school to secure order and good government as the laws of the statesman to his community. The work of the minister is to care for the hearts and souls of men. The teacher should not only train the mind but the heart as well. Some one has said, "I call that education which trains the heart as well as the mind." No teacher ought to be allowed to have the control of children who simply trains the mind, and cares nothing for their moral condition.

Teaching ought to be included among the learned professions, and it will be just as soon as the remuneration will justify teachers in making the preparation which the importance and difficulty of the work demand. Many persons resort to teaching simply as a means of preparing for a better-paying profession. Many of these are successful teachers, who might wield a greater influence in molding the character of future generations than in any other profession, did the salary paid them justify their remaining in the profession of teaching.

When it comes to the question of dollars and cents against the character of future generations, how much does the latter outweigh the former! There are directors who expect to get a high grade of

teaching for twenty-five or thirty dollars a month. Is it any wonder that the children of our rural districts grow up without the refinement and elevation which is their birth-right? No high-spirited, well-educated young man will long remain in a profession, at once arduous and undervalued, while other more inviting and remunerative fields open to him. It is no wonder that our schools are so largely supplied with young and inexperienced teachers, who are simply putting in the time until something better offers.

It is a mistake to suppose that any one who is able to secure a certificate is able to teach. It is as necessary to have trained teachers as it is to have trained lawyers, doctors, and ministers.

The first requisite, then, to place teaching on its proper basis is such remuneration as will justify a man in making adequate preparation for the work. The second is the establishment of training-schools and compulsory attendance thereupon by all who propose to teach. And the third is greater permanence of employment. A teacher once employed should be subject to removal only for cause.

Springfield, O.

LETTER TO A YOUNG TEACHER.

MY DEAR YOUNG TEACHER :

You are now fairly started ; new children and new duties all about you and no critical eye upon you and no one to refer to. If you have a principal save him for the last resort—nothing less than tragedy should bring him to your room for help in “discipline.” That idea of “order” and “discipline,” which has been a bugbear in your days of preparation, is really standing now between you and the hearts of your children. You are afraid to be yourself for fear they will take advantage of a little naturalness in the school-room and run away with you. Yes, your rueful smile confesses it. Better be frank with me for I know every step of your pathway, and I wish I might save you the trials of the long years I spent in finding out this : that while *order is as necessary as truth in the school-room*, yet it must be that voluntary obedience which comes from concentrated attention on the work and a loyalty to you, or it will be the crust over a volcanic region.

“How can I get these ?” you ask. It should be a song without words that should answer you, for it is the tone of the spirit that you must catch, and words do not reach it. Perhaps the best that can be chosen are, *get into sympathy with your children ; put*

yourself in their place. I hope your fingers tingle to play marbles with your boys, and that that surreptitious look of adoration which the little girl over there gave to her tiny doll that she brought to school in her pocket yesterday, went straight to your heart. Now do you see what I mean? You need not do either of these things, but if you *want* to do them the children will know it as soon as you do, and that subtle sympathy that makes the world worth living in, will begin its wondrous work between you. Heaven help you, my dear young girl, if you have had your woman's impulse and naturalness drilled out of you in making a teacher of you. As well take the fragrance from the rose.

Busy fingers in school are not the mischievous ones. You learn order and discipline when you learn that and the secret of making the children believe that they are crowded with pleasant work, even if the fate of the universe does not hang on their results. Your woman's intuitional sense of the fitness of things will give you dignity enough with the boys in the corner who brought their bad name and their books to your room at the same time. (I hope you didn't let anybody talk to you against them.) Those boys have their weak, vulnerable points where you can plant your masked battery and "carry" them. Search for them day after day. Why should not society tactics obtain in the school-room?

"Men are only boys grown tall,
Hearts don't change much after all."

Cordially Yours,

Pacific Educa. Journal.

KATE TRACY.

MANAGEMENT OF SCHOOL TRUSTEES.

BY C. M. DRAKE.

"The reason why many teachers fail," said Prof. Smart, is their inability to manage the average school trustee."

"There can be no doubt of their inability," remarked Farmer Wells, rather dryly.

"No matter how good an examination you may pass," continued Prof. Smart, "it matters not how able an instructor you may be, if you cannot manage your school board you are a failure."

"I think trustees are like husbands," said Mrs. Wells, "some need managing and some do very well if let alone."

"For the purpose of management," said the Professor, "school trustees may be divided into three classes: 1st—Those who don't

know how to run a school and know they don't know how. 2nd—Those who don't know that they don't know how to run a school. The third class, who do know how, are very few and the majority of these are pretty willing that the teacher should do pretty much as he likes."

"And I suppose that the teacher's aim should be to bring the other two classes to the same happy frame of mind as the third admirable class?" said Farmer Wells, sarcastically.

"From my experience with men," said Mrs. Wells, laughingly, "the number of those who know they don't know anything is very small, indeed."

"It is natural for man to try to conceal his ignorance, replied Prof. Smart; "thus many trustees simply look at results and acknowledge their ignorance of the methods to get the best results. With such trustees the teacher calmly takes his own way, and whenever he has occasion to speak of any matter to the trustees he talks as if there could be no doubt that any intelligent trustee would agree with what he said."

"Is not that the way most school teachers talk to every one?"

"We do have school-teacher ways of talking, Mrs. Wells," admitted the Professor, "but my point is this: A positive manner and an apparent confidence that your hearer must agree with you, carries great weight. It flatters ignorant people if you talk as though you believe they know as much about a subject as you do. Therefore the ignorant trustee does not dare to raise any objection for fear he will expose the ignorance he thinks is concealed."

"But suppose the trustee sees the game you are playing?" said Farmer Wells. "You know a man who could not build a house himself can tell a good carpenter by the way he works."

"Very true," said Professor Smart; "a teacher will fail if he pretends to know very much more than he really does know. And the school trustee who is made to feel his inferiority to a teacher will be on the watch for flaws to comfort his own wounded vanity."

"How would you manage Mr. Smith, who thinks he knows all about running a school, while he knows not how to manage his one boy?" inquired Mrs. Wells."

"That is a case that requires avoidance of conflict," said the Professor, remembering the trouble he had had with Mr. Smith. "We should oppose a silent, stubborn resistance to any unreasonable command; we should take our own way, as a matter of course, without consulting the trustee; we should always keep strictly

within the letter of law and we should make friends with the other two trustees and have them on our side."

"And at the next election try to get rid of him," added Farmer Wells.

"Just so; where there is little open opposition to a teacher a little quiet work will always enable him to select the trustee who will be elected. I have suggested many a good friend of mine for school trustee and have seen to it that enough voters attended the election to put him in. I serve on the election board, and in steps Jones and wants to know who is running for school trustee. I mention my man and the work is done."

"But if you find you cannot get the trustees to do as you want them to—if they persist in disregarding your advice?"

"I should resign and let some man take my place who could run things properly, but there is little reason why a teacher should fail if he is not ignorant. It is ignorance that always fails and the worst failures are to be found in city schools."

"I thought the best teachers usually are found in the city schools," said Mrs Wells.

"Very true, and the biggest humbugs also. Very few teachers preserve their individuality in large city schools. They become part of a big machine and really have very little to do with the management of the schools."

"The city superintendent is the manager, I suppose?"

"He ought to be more than he is. Most city superintendents are failures; they let huge piles of brick be put up as monuments to the vanity of the city boards of education, and girls just budding into womanhood go up flight after flight of stairs to exchange their health for a sort of education. To be sure," continued Prof. Smart, "theoretically, the teachers have nothing to do with the construction of school buildings and they are seldom consulted, but that is because they have no practical knowledge of how to build a school-house. Their protests, when they make them, are not backed by the necessary knowledge, and they are too much afraid of losing their positions to protest very vigorously. Their poorest teachers, selected for political or other improper reasons, they dare not disturb for fear of endangering their own positions, and they often discourage the employment of first-class teachers for the same reason."

"If we had more women on these boards of education that might relieve you teachers from many of your trials," suggested

Mrs. Wells. "I think it would be a good law if each alternate member of every board of education was a woman; and, on the other hand, it might be well to insist that each alternate grade of a city school and each alternate year of a country school shall have a male teacher. It takes both men and women to train children aright, and those schools are best where male and female teachers are employed."

"And it would be so much more pleasant to try to manage school trustees if they were nice-looking ladies," said Farmer Wells; "and so much more difficult for you men to pull wool over their eyes," retorted his better half, to whom we will give woman's due—the last word.—*Pacific Educa. Journal*.

STATE EXAMINATION QUESTIONS.

EXAMINATION HELD AT COLUMBUS, OHIO, JULY, 1891.

✓ **ARITHMETIC.**—1. If \$4800 3 percent stocks be sold at 88 and the proceeds be invested in 5 percent stocks at 105 $\frac{3}{4}$, what additional income will be obtained? 2. Divide 1092 into parts proportioned to the fractions $\frac{1}{10}$, $\frac{1}{15}$, and $\frac{1}{25}$. 3. Divide 90 by 9 millionths. Divide 6.5 by 650. Multiply 15.01 by 203 ten-thousandths. Give the *reason*, in each case, for placing the decimal point in the answer. 4. Express 2 lbs. avoirdupois as the decimal of 10 lbs. troy. 5. A and Brun a race, their rates of running being as 17 to 18. A runs 21.3 miles in 16 minutes and 48 seconds, and B runs the entire distance in 34 minutes. What was the entire distance? Give analysis. 6. Define bank discount, true discount, and trade discount. Distinguish between annual and compound interest. 7. The solidities of two balls are 189 cu. inches and 875 cu. inches; the diameter of the second is 17.5 feet, find the diameter of the first. 8. A bin measuring 16 m, by 9.7 m and 2.8 m deep is full of oats worth \$0.98 a hektoliter; what is the whole worth? 9. Express decimally 3-8 percent; 250 percent. By selling a horse for \$170 a man lost 15 percent; what selling price would have given a gain of 25 percent? 10. Write an example in compound proportion, and give your method of presenting the subject.

✓ **ALGEBRA.**—1. Divide $x^3 + 5x^2y + 10x^2y^2 + 10x^2y^3 + 5xy^4 + y^5$ by $x^2 + 2xy + y^2$. 2. To what is the square of the sum of two quantities equal? The square of the difference of two quantities? The product of the sum and the difference of two quantities? 3. What is a divisor of a quantity? A multiple of a quantity? A common divisor of two or more quantities? The greatest common divisor of two or more quantities? 4. The interest of 2.5 of a certain capital at 5 percent + the interest of 3.5 of it at 6 percent is \$840. What is the capital? 5. What is a radical, an irrational, or a surd

quantity? Give a literal and a numerical example. Write $\sqrt[3]{500 a^7 b^9 c^{11}}$ in its simplest form.

GEOMETRY.—1. Define, and illustrate by a figure or figures, (a) tangent; (b) alternate angles; (c) secant; (d) sector; (e) similar polygons. 2. Prove that the sum of the angles of any triangle equals two right angles. 3. Construct a square equivalent to a given parallelogram. 4. Find the side of a square equivalent to a circle whose radius is 24 feet. 5. Only one circumference can be drawn through three points not in the same straight line. Demonstrate. 6. Show that the rectangle contained by the sum and difference of two lines is equal to the difference of their squares. 7. Find the area of a square inscribed in a circle whose area is a square meter. 8. To divide a line in extreme and mean ratio. Demonstrate. 9. The slant height of the frustum of a right pyramid is 6 feet and the perimeters of the two bases are 18 ft. and 12 ft. respectively. What is the convex surface of the frustum? 10. Deduce the rule for finding the volume of a cylinder.

TRIGONOMETRY.—1. Why is the logarithm of a quotient equal to the logarithm of the dividend diminished by that of the divisor? 2. When the hypotenuse and one of the acute angles of a right-angled triangle are given, how do you find the remaining parts. 3. Show that $\tan 45^\circ = 1$. 4. What are Napier's circular parts. Illustrate. 5. When two sides of an oblique-angled triangle and their included angle are given, how do you find the remaining parts?

✓ ENGLISH GRAMMAR.—

“Autumn's earliest touch has given
To the woods below,
Hues of beauty, *such as* heaven
Lendeth to its bow;
And the soft breeze from the west
Scarcely broke their dreamy rest.”

1. Classify the foregoing sentence according to form and name its principal elements. 2. Classify the subordinate elements in the foregoing sentence. 3. Give the syntax of each noun in the foregoing sentence. 4. Give the properties of each verb in the foregoing sentence. 5. Parse the italicised words in the foregoing sentence. 6. Give the antecedent of each pronoun in the foregoing sentence. 7. What is voice? Case? A relative pronoun? A complex sentence? A phrase? 8. Write sentences illustrating the five different classes of adverbs and tell what each expresses? 9. How may sentences be contracted? Illustrate. 10. What is your method of teaching grammar?

✓ ORTHOGRAPHY.—1. Give the derivation of the word *orthography* and its literal meaning. What is *orthoepy*? 2. What is *voice*? Which is the organ of voice? 3. Which are the principal organs of speech, and what class of letters is formed by each, principally? 4. For what purpose are diacritical marks used? Indicate the exact, correct pronunciation of the word *integrity* by marking it

diacritically. 5. Add *ing* to each of the following words, giving the rule governing the final consonant of each root word in the derivative: *begin*, *travel*, *beg*. Add *ing* to each of the following root words, giving the rule for the final *e* in the root in each case: *love*, *singe*.

✓ ENGLISH LITERATURE.—1. Name the author of a tragedy, and the author of a romance, based upon the life of Rienzi. Name the principal productions of each of these writers. 2. The names of what important historical personages are found in these works of fiction:—"Old Mortality," "Ivanhoe," "Quentin Durward," "The Abbot," and "Kenilworth?" 3. In what noted poetical production can be found an account of the battle of Waterloo? Of the battle of Flodden? 4. Show by description that you have read at least two essays by each writer:—Whipple, Holland, Ruskin, Lubbock, and Lowell. 5. Say something about the life and literary career of each:—Jonathan Swift, Carlyle, and Lamb. 6. To what extent have you studied the writings of Emerson? Quote from this author. 7. By whom is each series edited:—"English Men of Letters," and "American Men of Letters?" What books in each series have you read? 8. Assign the following-named Shakespearean characters to the proper play: Goneril, Puck, Iago, Banquo, Dogberry, Polonius, Caliban, Holofernes, Portia, and Perdita.

✓ RHETORIC.—1. What is a rhetorical figure? How do figures of rhetoric differ from figures of syntax? 2. Classify the rhetorical figures found in these quotations:

"The foolishhest book is a kind of leaky boat on a sea of wisdom."

"In this ship of humanity, *will* is the rudder, and *sentiment* the sail."

"Charlatanism always hobbles on two crutches, the tattle of women and certificates of clergymen."

"What a country! Here all the knaves grow rich and the honest men are ruined."

"Intellect just twinkles in them like a fire-fly in the dark."

"Compromise makes a good umbrella but a poor roof."

3. What is meant by *diction*? What advice does Pope give in regard to the use of new words? 4. Name the special properties of *style*. What are the characteristics of a *discourse*? What are the essential parts of a formal discourse? 5. Give clear directions to a young person who has to prepare a composition on a given subject. What is a *romance*? 6. What qualities are essential to a poetical composition? Name at least four kinds of poetry, and give a noted example of each. 7. Define *stanza*. Name some of the different kinds of stanzas. Mention noted poems as illustrations. 8. What is a *foot* in poetry? What varieties of feet are in common use. 9. At what time in the school course is it proper to begin the systematic study of rhetoric?

LATIN.—1. Latin nouns are inflected in how many cases? To what English case does each Latin case correspond? 2. Latin adjectives are compared in how many degrees, and what does each

denote? How is the masculine gender of each degree formed? 3. How many classes of Latin pronouns are there? Write a familiar pronoun of each class. 4. Translate into English: "Cicero consul creatur." What case is each noun? What voice is the verb? What mode? What tense? 5. Translate into Latin: "Cicero was consul." "There are brave men." What is the difference in the use of the verb "esse" in your two sentences?

✓ **GEOGRAPHY.**—1. Name the distinct branches of geography and define each. 2. Show by diagram the great circle of illumination on June 21. 3. Name and locate the river systems of North America, the territory each drains, and the water-sheds that separate them? 4. Account for the distribution of the rainfall of North America. 5. Describe the currents of the Atlantic Ocean. 6. What are geysers? What is the solar system? The nebular hypothesis? Mercator's projection? A coral island? 7. How would you go from Seattle to Vienna by water? 8. Locate each of the following cities: Vera Cruz. Rotterdam. Tokio. Honolulu. Colombo. 9. Name the mountain systems of Asia. 10. Of what is each of the following cities the capital: Calcutta? Bukharest? Buda? Monrovia? Melbourne?

✓ **HISTORY OF THE UNITED STATES.**—1. Give definite bounds to the historical field covered by the writings of each: Bancroft, Hildreth, and Parkman. 2. What were the compromise measures of 1820? Of 1850? 3. Name the constitutional compromises on slavery. Prior to the Florida purchase, what claims had the United States to Texas? 4. What war closed with the treaty of Ghent? Who were the United States' commissioners? What was the condition of European affairs at that time? 5. What was the Dred Scott decision? When and by whom was it rendered? 6. For what crime was Burr indicted? Where, when, and before what tribunal was he tried? Name the presiding judge, and connect his name with the history and literature of this country. 7. Who wrote the *Federalist* papers? For what purpose were they written? Quote from each: Washington's Farewell Address, Declaration of Independence, and Ordinance of 1787. 8. How did President Johnson and Congress differ on the subject of *reconstruction*? What was the number of this Congress? What were some of the articles contained in this impeachment of President Johnson?

✓ **GENERAL HISTORY.**—1. Assign a date, and two important events, to the reign of Titus. What work of fiction deals with this period? 2. Describe the most brilliant period of Athenian history. Of Roman history. 3d. What occurred at each place: Philippi, Tours, and Bosworth Field? Give dates. 4. How did the Crusades influence the intellectual and commercial growth of Europe? What period is covered by these movements, and what historic names are connected with them? 5. When did the Turks come into possession of Constantinople? Where is Mecca? What is meant by the Feudal System. 6. By what right did Charles V

claim the Netherlands? When did Spanish rule in the Netherlands terminate? 7. What brought about the Thirty Years' War? The War of the Roses? 8. Who were the Huguenots? The Covenanters? The Jacobites? The Jacobins?

✓ CIVIL GOVERNMENT.—1. Wherein does the President possess legislative functions? Wherein does the Senate possess executive functions? 2. Suppose a treaty is in conflict with the constitution, which will prevail, and why? Suppose a State constitution is in conflict with a law of Congress, which will prevail and why? 3. Arrange in their order of importance: law of the State legislature; treaty of the U. S.; State constitution; constitution of the U. S.; and law of Congress. From your arrangement, you show what to be the supreme law of the land? By what power only can this supreme law be changed? 4. How are members of the lower house of Congress selected? How are U. S. Senators selected? To how many members of the lower house is Ohio now entitled? 5. In what three ways may a bill become a law? Describe fully.

POLITICAL ECONOMY.—1. At what time was the "mercantile system" regarded with most favor by economists? Give a statement of the doctrine underlying this system. 2. What was the title of Adam Smith's contribution to economic science? What period is covered by Smith's life? 3. State Malthus's theory of population? What is the true measure of value? 4. To what reports of the Secretaries of the Treasury would you go for their best exposition of economic truths? Why? 5. Name the title of Amasa Walker's economic treatise. State some facts connected with the life of this author. 6. What is a monopoly? Name and describe at least three forms of monopoly. Name monopolies of historic importance. 7. What are the most important requisites of production? Give a good definition of *money*. 8. State the relative value of gold and silver in the world's markets to-day. Why are these metals good mediums of exchange? 9. Give the origin of the "Governor and Company of the Bank of England." What does this bank receive annually for managing the public debt of England? State the amount of this debt. 10. Upon what principle does some of the states of our country control the rate of interest by law? Why should not our government enter upon a money-lending business?

BOTANY.—1. Define structural, physiological, histological and systematic botany. 2. Name and describe the parts of the flower in their true order. 3. Define venation, vernation, inflorescence and phyllotaxy. 4. Describe the formation of a free central placenta? 5. Name and describe the several classes of compound leaves. 6. In what ways may the fruit differ from the ovary? 7. Explain the circulation of the sap. 8. Name the distinctive characters of the Rosaceæ. 9. Name the distinctive characters of the Leguminosæ. 10. Define the following terms: pedicel, filament, style, petiole, peduncle, sucker, claw, scale, caulis, stolon.

PHYSIOLOGY.—1. What are the properties and uses of bones? 2.

Describe the structure of a joint and name the different kinds of joints. 3. What are the principal uses of the voluntary muscles. 4. Describe the circulation of the blood. 5. What classes of food are used by mankind, of what substances is food composed and for what purposes required? 6. Trace a morsel of food from the mouth to the blood, naming the organs passed and the changes produced. 7. Describe the cerebro-spinal nervous system. 8. What hygienic rules should the teacher enforce? 9. What are the arguments against the use of alcoholic beverages and tobacco? 10. Does oral instruction upon the deleterious effects of the use of alcoholic beverages and tobacco accomplish the desired results?

PHYSICS.—1. Give Newton's Laws of Motion. 2. Give the general formulæ for falling bodies. A ball thrown downward with a velocity of 35 ft. per second, reaches the earth in $12\frac{1}{2}$ seconds. (a) How far has it moved, and (b) what is its final velocity? 3. What effect has the shortening of a pendulum upon the running of a clock? Explain. 4. Define energy. Name several varieties of energy. Explain what is meant by correlation of energy. 5. What condition of the atmosphere is indicated by a high barometer. Explain. 6. Describe a mercurial thermometer. Explain the difference between the Fahrenheit and Centigrade scales. 7. Suggest the apparatus necessary to illustrate the subject of pneumatics. 8. How would you test the kind of electricity of an electrified body? Explain what is meant by induced currents of electricity. 9. How can it be shown that light ordinarily moves in straight lines? Give the laws of refraction of light. 10. What principle in physics is illustrated in the making of ice-cream? Explain.

CHEMISTRY.—1. Define atom, molecule, and chemical affinity. State the difference between a chemical and a physical change, and illustrate. 2. Give your method of preparing hydrogen. 3. How much KClO_3 would be needed to produce 2 kilograms of O ? 4. What elements constitute the chlorine group? State two prominent characteristics of the group. What is the chemical name of (a) chalk; (b) iron pyrites; (c) cinnabar; (d) galena, and (e) calomel? 6. Give your method of preparing carbon dioxide, and state the reaction. 7. Briefly describe the elements composing common salt. 8. Name the principal compounds of sulphur, and give formula for each. 9. Define acids, bases and salts. Give two examples of each. 10. Give the chemical composition of alcohol, starch, and sugar. Describe the different kinds of fermentation.

GEOLOGY.—1. Name, give composition, and otherwise describe the more common rocks forming the earth's crust. 2. Define the terms: Vein, dike, dip, strike, fault. 3. Draw diagrams illustrating anticlinal, synclinal and monoclinal series of rocks. 4. What are the differences between metamorphic and igneous rocks? 5. How would you explain to a class the mode of formation of a mountain chain? 6. Name the several geological ages and state something in regard to the origin of the names, the distribu-

tion in the United States and the life characteristic of each. 7. Name the geological periods exposed in Ohio in their order; locate them and give their economic values. 8. Describe the local geology of your own county. 9. The mode of formation of coal. 10. Give an account of the mound builders.

ASTRONOMY.—1. Explain what is meant by the Copernican System. 2. What are vertical circles? What is meant by the altitude of a celestial body? Define declination and right ascension. 3. State the distinction between a sidereal and a solar day. Which is the longer? Why? 4. Make a diagram showing the relative positions of the earth's axis, the tropics, and the sun at the time of the summer solstice. 5. Why, according to our calendar, is the year 1900 not to be a leap year. 6. Give the distance from the earth, the diameter and mass of the sun. What evidence, if any, have we of the sun's rotation? 7. Compare Mars with the earth as to size, inclination of axes, and period of rotation. 8. Locate, with respect to constellations, five stars of the first magnitude. 9. What conditions must concur to produce a lunar eclipse? How many eclipses may we have in a year? 10. What heavenly bodies are not included in the solar system? Which of the heavenly bodies are not self-luminous?

PSYCHOLOGY.—1. To what extent have you studied *psychology*? By what processes are our different forms of knowledge acquired? 2. How do psychologists classify the soul faculties? Upon what grounds can *self-consciousness* be denied? 3. What elements enter into *sense-perception*? What are its conditions? 4. Define *percept*, *concept*, and *intuition*. Explain the value of an object-lesson from a psychological stand-point. 5. Explain clearly how a knowledge of psychology aids a teacher in his work. 6. By what process are ideas recognized? How recombined? Name three primary laws of *association*. 7. What is a *judgment*? Name its essential elements. 8. Give a clear illustration of *inductive reasoning*. Express some views regarding inherited intellect. 9. Distinguish between *sensations* and *sentiments*. Under what conditions does mental work become pleasurable? 10. Name two important laws of *habit*. Define *volition*. What is meant by "freedom of the will"?

THEORY AND PRACTICE.—1. Write a concise description—not more than seventy-five words—of the things which you would deem it essential for you to do the first forenoon of school, if you were beginning a term in a strange district. 2. Write a concise description of the methods which you have found best for: 1st, calling a class to recitation; 2d, hearing the recitation; 3d, dismissing the class to their seats. 3. Write a concise description of a teacher's relations to his pupil, to their parents, to his fellow-teachers, and to the community in general in which he works. 4. Write a concise description of what the State has a right to expect from the public schools and public-school teachers of the State. 5. What educational journals are you now taking and paying for? What benefits are you conscious of having derived from each within the past year.

OLD WAYS AND NEW.

RHODA LEE, IN EDUCATIONAL JOURNAL.

During the past week or two, at least, our thoughts have been directed to the beginning of a new school-year, the Primary Department planning new fields of usefulness and wondering how best it could start out on its second year.

This certainly does seem the beginning of a new year. After our long and enjoyable vacation, beside which the Christmas holiday fades into nothingness, we feel that we are about to turn a new page, and, of course, we wish to inscribe a few good resolutions thereon.

Perhaps, as I write, one of our primary teachers, who is lazily and righteously enjoying her rest in some delightfully cool summer resort, is turning the matter over in her mind and giving September the first a few serious thoughts. This morning her thoughts have indeed taken wing and are in the sunny school-room where, in a week or so, she expects to find herself. "A week from Monday," she says, "school re-opens. Just think how the weeks have flown—almost as quickly as though I had been teaching every hour in the day, and time is no sluggard then. I will have my old scholars for a day or two, and then comes variety, in the shape of promotions and a new class. I wonder if I could make a better start this year? I will." Resolution number one. The first on the page, and, if we might judge from the determined way in which it was spoken, it was not inscribed in the ink that fades.

We will not reveal any more of this young woman's soliloquy, but will tell you what led to it. She had been doing what an eminent educationist advises all young teachers to do; she had been studying child-nature.

There were two well-managed children in the house, exceptions from the average style of summer-hotel children, and she had been making the discovery, or rather deepening her inward conviction, that there were more powerful means for developing the best in children than those which she had been employing. She was not satisfied with the results of her old methods, and had determined to try some new ones. Let us prophesy good results.

How often we hear parents say, when a little daughter has come home very enthusiastic over an interesting drawing or singing lesson: "Well! going to school now-a-days is a very different thing from what it was in my day—forty years ago. Then we were told

to do a thing, and, if we didn't or couldn't do it, we got 'the taws.'" The article mentioned seems to us somewhat of an antediluvian institution, but the fact remains, my readers, that the same thing in a different guise exists to-day, in classes where fear is the ruling motive and instant punishment the consequence of failure. But, thanks to the growth and spread of educational thought, we have found a new and better way of influencing and teaching children.

Let us consider, both in the old way and the new, the negative and the positive. The former is a government that says "don't." Don't do this, that or the other thing. The latter directs the activity into right roads, providing occupation for mind and hand, to the entire defeat and dissipation of wrong-doing and mischief.

Results of a kind can be obtained, certainly, by the compelling process, but that is not the plan we advocate in these columns.

It is said that a child must be in one of three conditions in regard to law: resistance, passive submission or active co-operation. The first is absent in the latter two, but of all the last is the desideratum. Fear and all external negative controlling powers will produce the second, but never the last.

Fortunately there are motives that prove to be most powerful agencies in dealing with children. The foolish notion that talking to children about faithfulness, self-dependence, honor, etc., is "talking over their heads," is luckily dying out. They are rational little beings, who appreciate all the interest and confidence you properly place in them.

Have any amount of *confidence* in your scholars, though, without any of the private-detective spirit, it is wise sometimes to test their worthiness and stability.

But, first and foremost, the one thing necessary to the teacher of little folks is *sympathy*. Love will not do alone. You may like children without being able to feel with them or for them.

With your woman's head you must keep the child-heart.

I fancy I hear some of my readers wondering when I am going to arrive at the incentives. At once, but I am merely going to touch on them, as I think better results are apt to ensue if every one determines their usefulness and proves their value by experience rather than by sermonizing.

Let me say, however, that in the year that is just commencing, I do not think there will be anything preached in the columns of the Primary Department that is not likewise practised.

There is in every child a very great love of activity, a liking for

constant change and movement, that prevents anything like stagnation of childish thought or action. This may be changed into a love of work, and the water that once only bubbled and boiled around rocks and boulders may turn a wheel and work the mill.

Satan still finds mischief for the idle hands, so make your 'hive' a busy one. Keep extra work for those clever boys and quick girls who "always *will* get through their work before the others."

Praise. A little goes a long way. A little judicious, timely-spoken praise works wonders, and genuine appreciation of efforts is sure to evoke stronger ones.

There is a good and a bad kind of *pride*. A good pride is a positive and advantageous motive. Every boy ought to be proud of his class. This class pride is not at all selfish. It develops a sense of individual responsibility on the part of each pupil. In regard to habits of regularity, punctuality, neatness and all concerted action it is invaluable.

Having referred to confidence already, I need only say that it is one thing necessary to obtaining love and co-operation from your scholars. Childish hearts are very responsive. They open easily to more than one key, and sympathy and kindness are two magic ones. The lock is worth studying, and needs care, as, with some people, the combination proves obstinate.

Children understand *real* kindness. I do not mean foolish pampering and injudicious petting, but justice and truthfulness (no broken promise or unfulfilled threats, remember) mixed with genuine love and good-nature.

As soon as they respect and love you they will desire to please you. They will respond to every suggestion. They will co-operate with their fellow-pupils and teacher, and you will have one of your happiest years of teaching.

Before closing my fortnightly budget, let me invite a little correspondence this year. This department of the Journal is intended to be very helpful to those engaged in junior classes, and I know that there, if anywhere, new plans for interesting and employing children are constantly being evolved. It would add greatly to the interest and usefulness of the department, if those who have had some new and good idea come to them would send it in to the editor, and thus let their fellow-workers share in the benefit. Questions also that may be sent in will be answered to the best of our ability.

As I mentioned "closing" some time ago, you will be getting

impatient for my "one word more," but this it is:—if the old ways are good, the best you can get, hold to them; if not, improve, making your motto, "Better this year than ever before."

TEACH CHILDREN TO TALK.

ARNOLD ALCOTT.

Once upon a time, as noted novelists say, I had an intelligent class of primary children, who had been sent to me from the baby-room because of overcrowding. They had many good points, and were attentive, loving, obedient boys and girls. They could write pretty stories, and were eager to read these graphic productions, but somehow when asked to tell anything to us, or to make a little speech for one minute, the faces grew so long, and the eyes looked so pleadingly that there seemed to be no use in pressing the matter then. Of course I had to find a remedy for this. These little six-year-olds must be taught to express themselves just as naturally as they used to when they were three and four years old. Fröbel says, "If it is true that impression must precede expression, it is equally true that expression must follow impression."

Before the little tot goes to school it receives many wonderful impressions. It is always seeking to know all it can about the things around it, about its tin soldiers, about its humming top, about its ball, and so on.

Why is it that little master "what-for-and-why" has been so suddenly transformed into master speechless?

Just a thought on this line:—Before school life the little child acts for itself in trying to find out the *why* and the *wherefore*.

In school life the problems are *brought* to the child who is surfeited with them, and consequently the baneful effects of uninterestedness and self-consciousness are produced.

A teacher said to me the other day, "Will you give me some ideas on language lessons? I do find it so hard to teach these." We agree that the main object of these lessons, at first, should be to get the little ones to TALK.

After having left the main track for a short time, let us come again to these pupils of mine who failed when asked to *talk* to us. I made two clubs in my class: the one for the boys, the other for the girls, giving a fanciful name to each. Or, more correctly, I let them choose their own names. Then I told the boys to notice everything alive which they saw when going home; the girls were to notice everything not alive. This prepared the way for the lesson

in the afternoon, when every child was asked to name what it had noticed. And particularly let it be noted that full answers were always insisted on, as "I saw a horse." The next morning the different kinds of houses were to be noticed. The next the stores; the next the trees, the flowers, the men and women. When answering questions we were able to elicit from the pupils, by degrees, a word or two descriptive of the houses, the stores, the trees, and the flowers, and so on. First general ideas, then particular. In a week or two the pupils were able to talk about the things in the school-room, about the things in the kitchen, in the play-room, and so on. This was followed by my allowing every child to bring something from home to talk about, while showing us the article. Girls were allowed to bring their dolls, if they would talk about them, telling us their names, what kind of little folks they were and so on. The boys might bring boxes of tools provided they would tell us about every tool. One even brought a toy cannon and soldiers and of course we had a miniature battle after a while. At Thanksgiving time the little people told us about their dinners. And, of course, we hear about the birthdays. Then, after the Christmas holidays the gifts are brought and we hear about them. Gradually my class were developed in this power of expression until if they suggested to me subjects they would like to talk about, such as marbles, cows, birds, the night previous, the next day we could spend ten minutes hearing ten pupils give one-minute speeches. And they were able to stand erect, and look at the class, instead of shyly leaning near the teacher, or nervously twitching their clothes. My pupils were able to reproduce stories which I had told them, such as "the Three Pigs," "the Three Bears," "Cinderella," and "Little Red Riding Hood." They became eager and anxious to tell them. And some of the boys and girls could tell exceedingly good original stories. We always insisted on correct words, and good pronunciation and endeavored to bring in a new word to express a new idea, so as to widen the vocabulary. The scholars enjoyed the lessons and many could speak very nicely indeed.—*Educa. Journal.*

CURRENT EDUCATIONAL THOUGHT.

Every subject should come to the child from the *thing* side—not from the *science* side. He should study at first not arithmetic, but number; not geometry, but form; not natural history, but

living things ; not geography, but the earth and sky ; not history, but kinship ; not grammar and rhetoric, but language. Yet he should study these in such a way as to reach without effort the respective sciences.—SUPT. HAILMANN.

A sunny disposition, a buoyant nature, a judicial temperament, an alert mind, an intimate knowledge of the world's affairs, an active sympathy with the progressive spirit of the age, must combine with love of the work and devotion to the state, in rounding out the equipment of an ideal teacher.—HON. A. S. DRAPER.

John Morley says: The great Duke of Marlborough said that he learned all the history he ever knew out of Shakespeare's historical plays. I have long thought that if we persuaded those classes that have to fight their own battles of Blenheim for bread every day, to make such a beginning of history as is furnished by Shakespeare's plays and Scott's novels, we should have done more to imbue them with a real interest in the past of mankind, than if we had taken them through a course of Hume and Smollett, or Hallam on the English Constitution, or even the dazzling Macaulay.

If one lacks the nerve to hold the school in his hands, it is of no avail that he has a fine education or a professional spirit. It is not enough that one has self-possession. He must also have training and professional zeal ; but he must have the power to stand before the school in perfect command of himself and his class. In short, he must not get "rattled." Keep yourself well in leadership the first month, and you will usually remain the master of the situation till July.

The educational abomination of desolation of the present day is the stimulation of young people to work at high pressure by incessant competitive examinations. Some wise man (who probably was not an early riser) has said of early risers in general that they are conceited all the forenoon and stupid all the afternoon. It is too often true of the unhappy children who are forced to rise too early in their classes, they are conceited all the forenoon of their life and stupid all the afternoon. The vigor and freshness which should have been stored up for the hard struggle of practical life have been washed out of them by precocious mental debauchery, by book gluttony and lesson bibbing. Their faculties are worn out by the strain put upon callow brains, and they are demoralized by the worthless, childish triumphs before the real work of life begins.
—*Huxley.*

NOTES AND QUERIES.

OKLAHOMA.—Etymology, from the Choctaw words, “Okla,” *people*, and “Homaiyi,” *red*: red people. The word was first used in the Indian treaties of 1866, and is found in the 10th section of Article VIII of the Choctaw and Chickasaw treaty. It was intended to apply to the new territory contemplated by that treaty; the governor of which should be superintendent of Indian affairs, and the legislative body an Indian council, composed of delegates from each of the tribes in the Indian Territory. Notice how applicable the term “Territory of (red people) Oklahoma” would have been then, and it is used the same still. There is no Oklahoma Territory—it is “Territory of Oklahoma.” The pronunciation as found in the Choctaw is Ok-la-ho-ma (Oke-lah-ho-mah).

DEATH VALLEY.—One of the greatest wonders of California is Death valley, a section eight miles broad and thirty-five miles long. It is in the sink of the Amargosa river and is situated in Inyo county. The valley lies far below the sea level; in some places 160 feet. No friendly clouds shut off the scorching heat. The thermometer registered 125 degrees, week after week. No moisture ever falls to cool the burning sand. Bright steel may be left out night after night and never be tarnished. Nothing will decay; a dead animal will simply dry up like parchment and remain so seemingly forever. No sound is ever heard; the silence of eternal desolation reigns supreme. The air is said to be poisoned from gases emitted from fissures in the rocks. The rocks, lava, basalt, and granite show volcanic formation, which probably will account for the poisonous quality of the air.

SALT LAKE.—Four barrels of water of the Great Salt Lake will leave after evaporation nearly a barrel of salt. The lake was discovered in the year 1820, but no outlet has yet been ascertained. Four or five large streams empty themselves into it; and the fact of its still retaining its saline properties seems to point to the conclusion that there exists some secret bed of saline deposit over which the waters flow, and thus they continue salt—for though the lake may be the residue of an immense sea which once covered the whole of that region, yet by its continuing so salt, with the amount of fresh water poured into it daily, the idea of the existence of some such deposit from which it receives its supply seems to be only too probable. For the past fifteen years, until last year, the lake has been gradually rising; but in 1879 it receded two feet—most un-

usual occurrence—owing to the exceptionally warm weather. There are no fish in the lake, but myriads of small flies cover its surface. The buoyancy of the water is so great that it is not at all an easy matter to drown in it. The entire length of Salt Lake is eighty-five miles. Compared with the Dead Sea, the Great Salt Lake is longer by forty-three miles and broader by thirty-five miles.
—*Ex.*

QUERIES.

251. Does any part of the state of Minn., extend north of the 49th parallel? If so, how acquired? If not, why so marked in the Geographies?
F. M. KIRKENDALL.

252. It is said that the body entirely changes in about seven years. Why do we grow older?
F. J. B.

253. The moon travels from west to east. Tides move in the opposite direction.—Will some one explain?
M. F. ANDREW.

254. A's land is $\frac{1}{4}$ less in quantity than B's, but $\frac{1}{20}$ better in quality; together the farms are worth \$57,190; how much belongs to each?
F. J. B.

255. A man sold a horse for \$144, and gained as many percent as the horse cost him dollars. What was the cost? Give arithmetical solution.
J. B. B.

256. Will I gain or lose, if I buy 112 shares of the stock of a transportation company at 17 percent premium, and after receiving a dividend of 9 percent, sell it at 8 percent less than it cost me?
E. F. K.

Alliance, Ohio.
257. Mr. A bought a horse for \$80, which died in a short time. What was his loss percent, providing it cost \$5 to buy the horse?
F. G.

258. Explain fully what is meant by the syntax of a part of speech.
T. E. L.

259.—

"There where a few torn shrubs the place disclose,
The village preacher's modest mansion rose."

What does the subordinate clause modify?
J. S. BECK.

260. Is the term "common gender" applicable to singular nouns whose gender is not known?
J. D. ALEXANDER.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

For the convenience of institute committees, we propose to print in our next issue a list of Ohio institute instructors. Those of our subscribers who care to do institute work next season will please to send at once name, post office address, and subjects preferred.

The proposal to publish a memorial volume, containing a history of the life and labors of Dr. John Hancock, meets with general favor. A sufficient number of subscriptions has already been made to insure publication. Dr. Venable has undertaken to prepare the matter, and Mr. C. B. Ruggles, of Cincinnati, will attend to its publication and take subscriptions at \$1.00 per copy.

The Cincinnati Public School Journal makes mention of the fact that at a picnic of the Reading, Ohio, schools, Principal Dubbs joined with members of the school board in furnishing beer for the occasion, and adds this comment:

"If any one who reads this, feels like reflecting on the teachers, he ought to teach a school in which the trustees favor beer, and then see what he would do about it."

If this indicates correctly the *Journal's* standard of morals, it should be so understood. But we are greatly surprised. No right-minded teacher would be for one moment in doubt as to "what he would do about it." We hope to learn that this paragraph crept into the *Journal* without the editor's knowledge.

In her article on the place of the city training school, Miss Reveley deals with some questions of vital importance to city schools. The vital point in city school administration is the supply of teachers. It is true, as Miss Reveley says, that the higher the average educational intelligence of a community, the greater the demand for skilled teachers. It is also true that with the growth of population and the increase of the number of high-school graduates comes an increased demand for places by untrained and incompetent persons. The normal school becomes a necessity in every city of considerable size. There is no other way to keep up the supply of capable teachers.

But the problem becomes a grave one in the smaller cities. They are, for the most part, without normal schools, and the clamor of the high-school graduates for places is loud and persistent. Moreover, there are in nearly every city board of education members who seem to consider it their special mission to provide their neighbors' daughters with places. The result in many cases is a large element of inexperience and incompetence in the corps of teachers. Herein lies the weakness of many of our city schools, and the heaviest cross of many a devoted superintendent.

An adequate and available remedy is not easily pointed out. A system of State normal schools sufficient to train teachers for all the schools of the State would be adequate, but does not seem to be available in Ohio. The system of pupil-teachers, resorted to in some of the smaller cities, as in Akron, is probably the most available make-shift, but it is only a make-shift.

THE TEXT-BOOK LAW.

The State School Book Board created by the act of May 4, 1891, met on Aug. 1, as the law provides, and canvassed the proposals submitted by various publishers, for furnishing text books for use in the schools of the State. All the bids were just 75 percent of the wholesale list price, this being the maximum price that might be charged under the law. The School Book Board accepted the proposals, and the machinery was thus set in motion for securing school books at the lowest price ever known in Ohio.

The houses whose publications are thus put on the list in Ohio are the American Book Co., Cincinnati; Griggs & Co. and Albert, Scott & Co., Chicago; Ginn & Co., D. C. Heath & Co., Allyn & Bacon, Thompson, Brown & Co., Prang Educational Co., and Leach Shewell & Sanborn, Boston; Effingham, Maynard & Co., Harper & Bros., Sheldon & Co., E. Steiger & Co. and Taintor Bros. & Co., New York; Eldredge & Bro., and J. B. Lippincott & Co., Philadelphia; A. J. Creamer & Co., Washington, C. H., O.; J. D. Luse, Columbus, O.; Ohio Publishing Co., Athens, O.; A. H. Smythe, Columbus, O.; C. W. Slocum, Chillicothe, O.; L. S. Wells & Co. and W. G. Williams, Delaware, O.

A complete list of the publications of these houses, with net contract prices, has been printed and sent to boards of education throughout the State, together with some suggestions from State School Commissioner Miller as to the procedure of boards in carrying the law into effect. Boards have three options in the matter of distribution: they may furnish direct to the pupils at the net contract price; they may designate an agent or agents and contract with him or them to order the books and sell them at a retail price not to exceed 10 percent above the contract price; or, lastly, they may contract with local

dealers to order the books direct and furnish them at not more than 10 percent above contract price. Various plans have been settled upon by Ohio boards of education. In Cleveland, where local dealers refused to handle the books because the margin was not sufficient to warrant the risk of carrying stock over, the board contracted with one firm to sell at the 10 percent advance, and gave the firm a bonus of \$1,000. The contracting firm agree in return to have the books on sale at 25 places in the city; they pay the freight and take all the risk on stock carried over. In Canton, dealers are to handle the books as usual, and at the wholesale list price, as before, the board taking no action under the law. In Akron, the board buys the books direct, pays the freight, and places them in the hands of certain designated dealers who are to have 10 percent for handling.

Commissioner Miller has given the opinion, in response to inquiries, that boards are not required, under the law, to use any of the books contained on the contract list, but he adds that no advantage of reduced prices can be secured unless the board adopts the books of the contracting publishers. One drawback is the lateness of the time fixed by the law for the adoption by boards of the books they shall use. The last Monday in August is just a week in advance of the opening of schools in most places, and that time is not sufficient to get on the books. Most boards have forestalled the law, so that the adoption of books on the last Monday in August is really a ratification of what has already been done by committees.

The law provides that the text-books so adopted shall not be changed for five years without the consent of three-fourths of the members of the board. Some publishers have construed this to mean that boards must enter into a five years' contract with them, and have required the signing of such contract before furnishing books at the contract prices. It is doubtful if such contracts, once signed, can be at all affected by the repeal of the law, or by any action that three-fourths of a board of education might take.

Ohio has swarmed with publishers' agents, during the summer, each house doing its utmost to get its books in under the practical guarantee of five years of undisturbed use. This feature of permanence is an advantage to the book-buyer, also. Prices will range from 20 to 35 percent lower than ever before, a thing that parents will appreciate, albeit their retail bookseller is the donor. The law is a step toward free school-books in Ohio and an indication, at the same time, that Ohio is not ready to embark in the State publication experiments that have been always unsatisfactory, often disastrous.

"DUTY."

The above is the title of a little book just issued from the press of Ginn and Company, Boston, designed for school use, prepared

by ex-President Seelye, of Amherst College. It contains a very lucid and succinct statement of the fundamental principles and leading facts of morals, adapted to the comprehension of young minds. The author seems to have been very successful in his effort "to be simple without being superficial."

The ground is rightly taken that there is no true basis of morality apart from religion, yet in reading the book through we fail to discover any just ground for dissent on the part of any believer in God, of whatever name. There is nothing sectarian, nothing controversial. The simpler phases of human obligation and duty which are essential to a successful and happy life, are set forth in clear and simple language.

The following extract from the opening chapter may be taken as a sample of the style and tenor of the work:

"The voice of duty is the voice of God. When we say that duty claims the heart and life of every one, we mean only that it is God's claim. He is the true Lord of all. His law must always be the highest and best. For He is our Father. All that we have is from Him. In Him we live and move and have our being. He claims only His own when He calls for all that we have and are.

"But He claims this for our sakes. When He lays His law of duty upon us, it is for our good always. When we do our duty, it is not He, but we ourselves who are enriched thereby. The sunshine gains nothing by our walking in it, nor the air by our breathing it, but we gain light and breath by using these as they are fitted for our use. And God, who gives us the sunshine and the air, gives them for our profit altogether, and the use He bids us make of any of His gifts is the only way in which the gift can be a good to us. It would be a curse instead of a blessing if we should use it in the wrong way. * * * * * The right way is always the best way, for it is always the sure and shortest way, to the highest good. We always lose by leaving it.

"The wrong way is wrong because it is turned away from the right, and because thus turned it always leads to ill. The right and the wrong are altogether different ways, and they never can agree. The right always leads to a blessing, and the wrong always to a curse. * * * *

"The laws of duty are like the laws of health. They give both strength and liberty. It is sickness, and not health, from which comes our bondage; and it is the right, and not the wrong, which makes us free. If we were wise and acted well, we should turn to duty as the plant turns its leaves to the sunlight, and we should welcome duty as gladly as the watcher for the morning welcomes the day.

"How is duty known? Every person knows some duty. He knows it in his own heart. He may not be able to tell why it is, but he knows that he ought to do right, and he is just as certain of this as he can be of anything. He hears a voice in his own soul, bidding him do what is right; he has an inner light in which he sees a law laid upon him and binding him to duty. This hearing ear, this seeing eye, which every person has in his inner soul, we call his conscience. His conscience is his first teacher in the knowledge of duty. If he should obey his conscience first and always, he would always know his duty. * * * * * Not only does every duty which we ourselves do make duty clearer, but the duties also which others do help us to see where our duty lies and what may be our want of duty. * * * * * Duty is like the sun

which shines wherever it appears, and wrong-doing of any sort is the darkness which the light alone can reveal and drive away."

It seems surprising that hitherto so little effort has been put forth in this direction. We have text-books on morals, almost without number, for use in colleges, but almost nothing of the kind for use in common schools, where most needed and where such instruction would reach the greatest number and be most effective. Since, as Locke puts it, "the valuable part of education is virtue," would we not be wiser if some of the effort we put forth to form the minds of youth were turned in the direction of forming character. The cultivation of the conscience is more important to individuals and society than the cultivation of the intellect. It is more important for youth to be trained to a keen sense of duty than to keenness of thought.

We wish that each of the readers of the MONTHLY would get a copy of this little book, read it thoughtfully, and determine what he ought to do and may do in the matter of the moral training of his pupils. It would prove a guide and help to many an earnest teacher who desires to have occasional talks with his pupils about right and duty.

AT TORONTO.

From Chautauqua to Toronto by way of Niagara Falls, where four or five delightful hours were spent, was a very pleasant trip. From the evening of our arrival Friday, July 10th, to the afternoon of our departure for Montreal, Saturday, July 18th, we received the kindest and most courteous treatment from the citizens of Toronto. Every one in the stores, every one from whom a question was asked on the streets, had a kindly greeting for the "teachers from the States," a hope that they might enjoy themselves, and a wish that they might like Toronto. Our immediate party had the good fortune to be quartered at a real Canadian home,—for home-like it certainly was even though a private boarding house. The house with its large airy rooms, its pleasant piazzas shaded by grand old trees, tempted one to stay in it rather than to go sight-seeing or to attend the Association. Our landlady was a genial, witty Irish lady who had lived many years in Toronto. She said "We like Americans very much," and we were sure that the Americans liked her and all belonging to her. This applying of the term Americans to those who live within the borders of the United States is a little strange; but we were no more disposed to claim the title than the Canadians were to yield it. We should like to devote a little more time to speaking of the courtesy shown us all by Canadian gentlemen and a retired officer of the British army who were our fellow boarders, to showing how certain table customs were those of England rather than of the United States, to speaking of the city with its enterprise, its fine business blocks,

its pretty homes, its elegant churches, its good school-houses, its university building of noble architecture, part of which building had been destroyed by fire but is being rapidly restored,—in short, extol the city which gave us so warm a welcome; but we must not forget that it was of the National Educational Association that we were asked to write. As a whole it disappointed me. Not in its numbers, for although I think that the estimates of sixteen, eighteen, and even twenty thousand members, which the various city papers gave were too large, yet the Association was great in quantity. But in quality, which should mean inspiration to higher thought and better work from mind and heart coming in contact with greater mind and warmer heart, it was not all that could be desired. On many occasions I heard it said in regard to the meetings of the General Association "The Canadians have put their best men forward, while we have not. With a few exceptions, we are not showing representatives of our best men, of our leaders in advanced thought." I very seriously question the propriety of sacrificing so much both in National and State Associations to the idea of representation from all sections of the country or state. The controlling idea ought to be that of giving all teachers, particularly the younger ones,—an opportunity to hear the best men and best women no matter where they come from; and in cases of pre-eminent ability, no matter how often they have been on the program before. Friendship has no right to inflict upon audiences mediocre thinkers and speakers. The program was entirely too full of papers. I think I never attended a teachers' association in which there was so little discussion. Our State Association this year was far ahead in this particular. Of course, there were discussions in the Council meetings. The freedom of discussion there is always interesting. Very decided differences of opinion are expressed in the clearest manner, although with marked courtesy. The Council itself is a study. One very easily acknowledges the intellectual supremacy which constitutes the divine right of some of its members to sit in this select body, but puzzles himself sadly as to what accident brought others into the royal conclave.

At the sessions of the Council which I attended, I heard the discussions of "Requirements for Admission to College," "City Normal Schools," "Physical Training." I was not present at the beginning of the discussion of the first subject, but had the pleasure of listening to Drs. E. E. White and B. A. Hinsdale. The discussion of "City Normal Schools" was very interesting to me not only on account of my peculiar relation to it, but from the racy speeches of capable men who differed in opinion. Not being permitted to discuss it in the Council, I must have my say some time in an educational journal; that being the place where, like my friend Mr. Vaile, of *Intelligence*, I cannot be silenced. I was a sort of sacrilege to think that Mr. A. J. Rickoff whom I had

admired for years was wrong in this matter, but I couldn't help thinking so. He seems to have lost faith in these schools for reasons which do not seem to me valid. On his side was Wm. E. Sheldon, the genial editor of the *American Teacher*; while on the other were very capable debaters, Supt. A. S. Draper, of New York, a man for whom genuine respect is spreading far and wide, and Larkin Dunton, the noted principal of the Boston Normal School.

In the discussion of Physical Training the best speakers were Dr. W. T. Harris, whom to see and hear it pays to go to the N. E. A., and Dr. G. Stanley Hall of Clark University, Worcester, Mass., who presented clearly some of the latest and best thought on this subject without the extravagant ideas advanced by some of its ardent advocates.

On Tuesday afternoon, July 14th, at the Pavilion, in the Rink, the Welcome took place. The building was crowded. I was told that more than six thousand persons were present. It certainly was a fine sight to see so many thoughtful looking men and women with so few evidences of wrong doing visible in their countenances, and with such a general appearance of happiness. I did not see the care-worn teachers that some reporters are fond of writing about.

The addresses of welcome were from men holding responsible positions in the educational work of the various provinces and from the mayor of the city of Toronto. In the main they were cordial and eloquent, and that of Prin. G. M. Grant, D. D., Queen's University, Kingston, joined wit to its other good qualities. When listening to him both in his welcoming address and in his address upon "The Influence of the Public School, Nationally and Internationally," we were so delighted that we almost came to share in the enthusiasm of his Canadian friends, which makes itself heard on all occasions by its approving "Hear, hear." Of the responses the most noted was that of Dr. W. T. Harris, United States Commissioner of Education. Every one joined in the ovation when this man, who is the embodiment of our ideal of the intellectual gentleman, came forward and read a clear, thoughtful paper. We were very proud of him. More than one of my Ohio friends expressed the opinion that the United States would have been behind Canada that afternoon had it not been for our Commissioner. On Wednesday evening Dr. Harris read an important paper on "Education in the United States." It had in it much valuable information, being of such a nature that one can take it and study it to better advantage than he can listen to it. On the same evening we were much interested in "The Educational System of Ontario" as presented by Hon. George W. Ross, Minister of Education, Ontario, Canada. The educational system of Ontario is undoubtedly fine. In some respects it excels our own, certainly in the amount and kind of preparation for the work required from teachers and inspectors.

The address of Dr. Merrill E. Gates, President of Amherst College, upon "The Profession of Teaching, for Light and Power" was beautiful and inspiring in thought, and eloquent in delivery. It thrilled every listener. Prof. Clark followed Dr. Gates in an interesting account of early education in Scotland and England. We then had the pleasure of seeing the noted Goldwin Smith; it was not a great pleasure to hear him, as he is very evidently not in sympathy with education at public expense.

Among the addresses on Friday morning was one from Dr. Oronhyatekha, a fine looking, intelligent, educated Indian who not only gave us valuable information but dealt some hits at his white brethren in so skillful a way that one could scarcely parry them.

I heard it said that many of the Department meetings were very good. I can vouch for the truth of this statement as to the Normal Department, having religiously attended its sessions. Some young friends who sought the Elementary Department on Thursday afternoon were misinformed first as to its place of meeting and disappointed afterwards that Miss Sabine who was to present the subject of School Discipline did not make her appearance.

Ohio had a fine representation at the Association. So many of her distinguished superintendents and teachers were there that it would take much less time to tell who were missed than who were there. The Ohio register had over three hundred and forty names on it when I last saw it. Supt. Shawan, whose private property it was, carried it off before I got the final record. Our Ohio badges, in which we took so much pride ourselves and which we were delighted to see on some of our old friends who had gone to New York, Kansas, and other states, were furnished us by the genial candidate O. T. Corson, whether by subscription or out of a private campaign fund, deponent saith not. C. C. Miller's absence was accounted for by all those who knew of a meeting to be held at Cleveland about the same time.

The officers of the General Association elected for the ensuing year are President, E. H. Cook, of New York; Secretary, R. W. Stevenson, of Kansas; Treasurer, J. M. Greenwood, of Missouri.

Ohio is represented by E. W. Coy, of Cincinnati, Vice President of Council, and E. B. Cox, of Xenia, Director of Association.

All Mr. Dowd's Ohio friends were glad to see him, and to some of his gentlemen friends he proved the chief attraction of Toronto.

Mr. W. S. Goodnough, of Brooklyn, had not been away from Columbus long enough to feel as much at home with any other delegation as that from Ohio, which will very reluctantly permit any other state to claim him.

No jollier party went out on any of the various boat rides provided by the citizens of Toronto than the Ohio party. In fact, Ohio people have such a good time when they get together, that the gentlemen must pardon the ladies if they seemed to press the establishment of Ohio headquarters.

In closing I must not neglect to say that if there was any one thing in which the delegates to the Association were unanimous it was in their praise of Inspector J. L. Hughes, of Toronto, for his very capable management of all duties belonging to the local executive committee of which he was chairman, and for the courtesy he showed on all occasions.

August 8, 1891.

MARGARET W. SUTHERLAND.

PERSONAL.

—J. A. Edge is in charge of the schools at Jeffersonville.

—W. B. Harris takes superintendency at Sylvania, Lucas Co.

—T. A. Bonser is the newly elected Superintendent at Carey, Ohio.

—J. W. Simons, of Richwood, takes the superintendency at Miamisburg.

—W. R. Barton exchanges Tontogany, Wood county, for McClure, Henry county.

—M. E. Osbourne will have charge of the schools of Etna, Licking Co., for the ensuing year.

—Miss Harriet E. Robison succeeds W. R. Malone as principal of the Massillon High School.

—B. F. Remington, a former Ohio teacher, will be in charge of schools at Staples, Minn., this year.

—C. S. D. Shawan, late of Cedarville, succeeds I. C. Guinther in the superintendency at Utica, Licking county.

—U. M. Shappell begins his fifth year's work, Sept. 7th, as superintendent of schools at Bluffton, Ohio, at an increased salary.

—F. J. Roller enters upon his fourth year as superintendent of schools at Niles, O. Salary, \$1,400, an increase of \$100 over last year.

—Supt. D. A. Sharp, after three years of successful work in Mt. Blanchard schools, moves to Milton, Indiana, at an increase of salary.

—W. H. Wolfe, an old teacher at Lancaster and member of the county Board of Examiners is now chief clerk in the office of School Commissioner Miller.

—Mr. and Mrs. J. C. Barney have both been re-elected at Wiloughby, after six years of acceptable service. A local paper says their services are highly appreciated by their patrons.

—Orris W. Wallis, a well-known and very excellent teacher of Summit county, died of typhoid fever, August 11, at the age of 28. He had been principal of the schools at Copley for the past two years, and had been re-elected. He was one of four brothers, all successful teachers in the same county.

—Prof. W. T. Jackson, of Western College, Toledo, Iowa, has been elected superintendent of schools at Iowa City. Many of our readers will remember him as the superintendent of schools at Pistoria, Ohio.

—W. J. Button, for nearly twenty years western agent of Harper & Brothers, is now western manager of the Franklin Educational Company, Boston and Chicago, manufacturers and importers of chemical and physical apparatus.

—W. R. Malone, for some years principal of the Massillon High School, having served for a time in the capacity of chief clerk in the State School Commissioner's office, has resigned that position to accept the principalship of the High School at Salt Lake City, at a salary of \$1,800.

—M. F. Andrew has accepted the principalship of Newport Highland, one of the suburban schools of Newport, Ky., at a salary of \$1000. The good wishes of the MONTHLY family go with him. Brother Andrew has recently suffered sore affliction in the death of his little son.

—Albert Leonard has for the fourth time received a unanimous election to the principalship of the High School of Dunkirk, N. Y., with an increase of \$200 in salary—the second increase within two years. Mr. Leonard's Ohio friends will be pleased to hear of his continued prosperity.

—Dr. Eli F. Brown, author of the Eclectic Series of Physiologies and well known throughout Indiana, Ohio and Pennsylvania from his popular institute work, has resigned his position in the Dayton High School and removed to Riverside, Southern California, at which place he is interested in orange and grape culture. He will continue his literary and institute work on the Pacific Coast during the winter season and return to this section of the country for mid-summer engagements.

—Our old friend, Superintendent H. M. James, of Omaha, writes that he is "out in the cold." It is the old story. Mr. James had held the position for nine years, and matters went on so well that good men were off guard while the wily politicians plotted. His record at Omaha is one to be proud of. He leaves the schools in excellent condition, and his sterling character and high qualifications will soon make a demand for his services in another field. Mr. and Mrs. James expect to spend some months in Europe.

—The friends of F. V. Irish throughout Ohio will be pained to learn of the sudden death of his wife, Mrs. Mary E. Irish. She died of heart failure, July 24, at the family residence at Hicksville, Ohio. At the time of her death she was president of the W. C. T. U., secretary of the Woman's Relief Corps, and connected with various church missionary and aid societies. The only child (a married daughter) of Mr. and Mrs. Irish died three years ago, leaving a little daughter; so that Brother Irish is left with only his little grand-daughter Stella.

—A local paper has these good words for a worthy man: "The public schools of Painesville for five years have been under the superintendency of Prof. Geo. W. Ready. Always occupying an advanced position among the schools of the State they have during the above period continued to move forward until they have no superiors and very few equals in the Union. True, loyal and earnest, his good work has been recognized and appreciated alike by teachers, pupils and people."

•—Dr. Hancock's death prevented his filling an engagement to deliver an address at the commencement of Defiance College. F. V. Irish, who took his place, paid him this tribute:

Dr. Hancock was a rare spirit—one of God's own noblemen—a teacher in the highest sense, kind sympathetic; an ardent lover of the true, the beautiful, and the good. His hand ever responded to the grasp of true friendship; his lips, now motionless, were wont to smile in gladness or tremble in pity; his voice, now silent, was wont to thrill with tenderness; his eyes sparkled with kindly interest, though often dimmed with tears. He was pure in thought, word, and act, and his great heart beat warm and strong in sympathy with every noble cause. And above all, he was a humble and devoted follower of Christ, and drew inspiration for each day's duties from the Teacher of teachers.

"His life was gentle; and the elements
So mixed in him that Nature might stand up,
And say to all the world, This was a man."

EDUCATIONAL INTELLIGENCE.

—The second year of the Marietta Normal, less in numbers, shows marked advancement over last year in the quality of work done. The proportion of experienced teachers from the country schools present is greater. More attended from a distance. Great enthusiasm in their work prevailed. Miss Hall, the new training teacher, by her energetic devotion to her special line of work and the excellent results thus far apparent, justifies the wisdom of this new department of the Normal and of her appointment as its head. The Normal has come to stay and with enlarged facilities year by year.

—The 18th annual commencement of the Ohio Normal University occurred July 22 and 23. There were ninety-nine graduates distributed among eight departments.

—The Highland County institute was a decided success. It was held at Hillsboro, July 27 to 31, inclusive. Instructors, President Fenton Gall of Hillsboro College, Supt. John L. Strange of Leesburg, Supt. J. H. Rowland of Blanchester, and Supt. Cummins of Clifton. The names of these gentlemen as instructors tell at once that our institute was one of enthusiasm and profit. Profs. Gall and Strange are well known to Highland teachers and their work needs no commendation, but of Rowland and Cummins we

only voice the sentiments of all teachers, when we say we would be glad to see them back. On Wednesday night Col. Copeland delivered his celebrated lecture; "Seeing the Elephant," to a large and appreciative audience. All said we had a profitable and pleasant time.

W. A. R.

—The twenty-fifth annual institute of Allen County was held at Lima, beginning July 27, and continuing ten days. The enrollment was 210, with an average daily attendance of 165. The instructors for the first week were Prof. C. H. Workman, of Ada, and Miss Nellie Moore, of Defiance; the second week, Dr. Findley, of Akron, and Miss Moore. Four evening lectures were given. Prof. Workman gave "The Three Ideas of Culture." Commissioner C. C. Miller visited the institute and gave a lecture in the evening on "The Diamonds of Golconda." Dr. Findley gave a lecture on Henry D. Thoreau, and Miss Moore's subject was "The Teacher's Materials." The lectures were all well attended, not all being able to secure seats.

Prof. Corson, Republican candidate for State School Commissioner, was with us one afternoon and gave a very interesting talk. The interest throughout the session was very good. The officers elected for the next year are as follows: *President*, C. W. Westbay; *Vice President*, Miss Fannie Bond; *Secretary*, Miss Anna Overmeyer; *Chorister*, Mr. J. D. Alexander; *Executive Committee*, Prof. Steffens, P. I. Tussing, Della Hadsell, John Davison, J. R. Hamilton, and S. B. Meeks.

The teachers go home feeling much better prepared for next year's work.

CLARA SMITH, *Secretary*.

—Holmes County institute was held at Millersburg, July 27 to August 1, with J. J. Burns, W. S. Eversole and J. A. McDowell as instructors. Commissioner Miller was present and delivered an evening lecture. The enrollment reached 190. Our correspondent says "it was by far the best institute ever held in the county."

—The Ross County institute was held the week beginning August 3rd, with an attendance of about 160. Dr. J. P. Gordy, of Athens, was with us again, and, in addition to all that he has done to instruct us in history, pedagogy, etc., he has done much to interest us on the subject of University Extension. Supt. E. S. Cox, of Chillicothe, gave us valuable and entertaining addresses on the English language and on literary subjects. Mr. Frank H. Roberts was our instructor in physiology and arithmetic.

KATE F. KOEHNE.

—The Miami County institute began at Troy, July 27, and continued in session two weeks. There were more than a hundred present the first day, and the enrollment reached 200. The instructors the first week were Samuel Findley, Mrs. Marie Jacque Kumlér, of Dayton, and A. J. Gantvoort, of Piqua. The last named gave excellent instruction in music, and Mrs. Kumlér gave admirable exhibitions of primary instruction by teaching a class of little

people, none of whom had ever attended school. The instructors the second week were Supt. E. B. Cox, of Xenia, and Supt. M. G. Brumbaugh, of Huntingdon, Pa., the former treating the subjects of arithmetic and geography, and the latter, grammar, reading and some other topics. Mr. Brumbaugh is becoming quite a favorite with Ohio teachers. The secretary, Miss Kate Marlin, reports that "on the whole the teachers of Miami county are much pleased with this year's session, and pronounce it one of the most pleasant and profitable they have held."

—The Adams county teachers' institute convened at West Union, O., August 3, and continued two weeks with C. L. Swain presiding. The instructors were Supt. B. F. Dyer, of Madisonville, and Supt. J. W. Jones of Manchester. There were 175 of the 200 teachers of the county enrolled, and it was pronounced by all present the best institute ever held in the county. The teachers were very enthusiastic and much good work was done. A committee of one teacher from each township was appointed to perfect a township organization of the district schools. The O. T. R. C. was re-organized by electing Supt. J. W. Jones President and Fee Naylor, Secretary. Gratifying interest is manifested in this line of work.
E. E. W.

—The Hancock county institute met in the central school building, Findlay, O., August 3rd and continued two weeks. It was one of the most successful ever held in the county.

The instructors for the first week were Prof. J. H. Rowland, Supt. of the Blanchester schools, and Prof. S. D. Fess, professor of history in the O. N. U. at Ada, O.; for the second week, Supt. J. W. Zeller of Findlay, O., and Dr. C. W. Bennett of Piqua, O. Enrollment was 220. Following are the officers for next year: President, W. N. Shank, Rawson, O.; Vice-President, Miss Anna R. Miller, Findlay, O.; Secretary, Miss Hannah Myers, Mt. Cory, O.; Executive committee, C. M. Milroy, McComb, O.; H. M. Hause, Mt. Cory, O.; Miss Ella Shirley, Findlay, O. Prof. J. E. Leader, of McComb, is editor of the educational column in the local papers, and Miss Anna R. Miller is corresponding secretary of the O. T. R. C. for the county.
W. F. R.

—The Preble county Teachers met at Eaton, Aug. 10, for a two weeks institute. The instructor for the first week was Richard G. Boone, Prof. of Pedagogy in Indiana State University. His work for the week was on "The Science of Education." Mr. Boone is a fluent and plain speaker and makes his subject doubly plain by his use of illustrations familiar to all. At the beginning he outlined his week's work and then rigidly adhered to his outline. He connected the facts of each lecture to those of the preceding lecture in such a manner that none could fail to get the train of thought from the first lecture to the one in hand. He aroused an interest in the study of pedagogy and its kindred sciences that can not fail of good results, and we are sure all who heard him

will view their profession in a better light than before. The second week Supt. E. B. Cox, of Xenia, was with us and did much good work. His work was of a more practical nature than Prof. Boone's and was well appreciated by our teachers. Besides the work of the Instructors many good speeches were made and many good papers read by home teachers. Thursday, Aug. 20, was "Director's Day," and many of the patrons from all parts of the county were present. Taking the institute as a whole it was one of the most profitable the teachers of Preble county ever enjoyed. The attendance was good through both weeks. Four evening lectures, a literary entertainment, and a social were well attended by the teachers and citizens of Eaton. Prof. O. T. Corson and Pres. Thomson, of Miami University, were present at different times and both made good speeches.

The officers for the next year are: President, Geo. Buck Jr., West Manchester; Vice President, Miss Mary Murray, New Paris; Secretary, Miss Jennie Brasier, Camden; Ex. Committee, W. T. Heilman, Gratis; E. G. Vaughn, Eaton, and Miss Hannah M. Test, Morning Sun; Secretary of O. T. R. C., E. C. Eikenberry, Eldorado. E. C. E.

BOOKS.

Potable Water: An Elementary Hand-book. By Floyd Davis, M. Sc., Ph. D. Published by Silver, Burdett & Co., Boston.

Pure water for drinking and culinary purposes is a matter of great concern. The author of this book is an eminent chemist and sanitarian who has devoted much time to the examination and study of water supplies. He discusses the impurities in water most injurious to health and the best means of their removal. Pure and impure waters are defined; one chapter each is devoted to the inorganic, the vegetable, and the animal constituents of water; and water supplies and natural and artificial means of purification are discussed. The book is one of special interest and value to physicians, sanitarians, and all who are interested in the public health.

The Modalist, or the Laws of Rational Conviction; a Text-book in Formal or General Logic. By Edward John Hamilton, D. D., Albert Barnes Professor of Intellectual Philosophy in Hamilton College, N. Y. Published by Ginn & Co., Boston.

The author claims "to have reconstructed logic and to have made it a thoroughly satisfactory science." What Aristotle left unfinished he claims to have completed. While Aristotle's discussions aimed at little beyond the elucidation of specific operations, our author's effort has been to connect the formulas of logic with their ultimate principles. That this effort has been successful he claims with confidence. "He is certain that he has found the truth on every important point." Having stated his claim thus explic-

itly, he has no assurance of its immediate acknowledgment by the public, but expresses his willingness to wait till his views shall be understood. We are likewise disposed to wait, assured, meanwhile, that our author will have an attentive and respectful hearing.

Primary Manual Training. By Caroline F. Cutler, Special Instructor in Manual Training to the Primary Teachers of Boston. Educational Publishing Company, Boston.

Probably nothing more helpful to primary teachers has appeared in the line of form study, clay modeling, paper folding and cutting, and color lessons than this book. It is simple, practical, and suggestive.

Irving's Alhambra, edited for the use of schools by Alice H. White, is one of the latest numbers of Ginn's excellent Classics for Children. The original is somewhat abridged, Spanish words and phrases have been translated or omitted, and other changes have been made to suit the class of readers for whom the book is intended, yet without impairing the charm and interest of the work.

Physical Laboratory Manual and Note Book, by Alfred P. Gage, Ph. D., contains more than 200 experiments and exercises, adapted to accompany the author's text-books on physics, but may be used to advantage with any text-book. Those details which the pupil must observe are given in simple language. Alternate pages are blank for purposes of note-taking. Boston: Ginn & Co., publishers.

A Primary Word Book, by Sarah E. Buckbee, Principal of Primary Department, School No. 19, New York City, contains thorough drills in articulation and in all the difficulties of spelling and sound to be met with in primary reading. It bears the marks of a thoughtful and skillful worker, and cannot fail to be helpful to the little people as well as to their teachers. D. C. Heath & Co., Boston.

American Literature: An Elementary Text-book for High Schools and Academies. By Julian Hawthorne and Leonard Lemon, Supt. City Schools, Sherman, Texas. Boston: D. C. Heath & Co.

A very pleasant impression is made by this book at first glance. Its style is vigorous and pleasing—possibly a little above the heads of those for whom it is intended, its characterizations are searching and masterly beyond what one expects to find in an elementary text-book, and altogether its tone and tendency are strongly in the direction of an appreciation and love of good literature—a feature which should greatly commend it to high-school teachers. Unfortunately, an element of bias is manifest. An entire chapter of fifteen pages, with full-page portrait, is devoted to Nathaniel Hawthorne, while Henry Ward Beecher has the barest mention in less than a line of obscure type. Jefferson Davis has much more space and higher encomium than Abraham Lincoln. Harriet Beecher Stowe is of “comparatively small importance out-

side of her identification with the abolition cause," and a "more emotional, impassioned, one-sided book was never written" than *Uncle Tom's Cabin*. Charles Sumner "was vain, selfish and domineering, and his boorish manners made him many enemies." Wendell Phillips "cannot be termed a patriot, and, ardently though he professed to love reform, he probably loved speaking on it even better." Whittier and Garrison are damned with faint praise. It is a pity that a book otherwise so excellent should be marred by such manifestations of ill-natured prejudice.

Kellogg and Reed's *The English Language*, published by Effingham, Maynard & Co., New York, contains a brief history of the grammatical changes and vocabulary of the English language, with exercises on synonyms, prefixes and suffixes, word-analysis and word-building, and is designed as a text-book for high schools and colleges. Price, 60 cents.

Elements of Civil Government. A Text-book for Schools and a Manual of Reference for Teachers. By Alex. L. Peterman. American Book Company, New York, Cincinnati and Chicago.

Starting with government in the home, the student is led on by the synthetic method to an acquaintance with the forms and functions of government in the school, the township, the county, the city, the state and the nation. While the book is sufficiently elementary for grammar schools it is sufficiently comprehensive and thorough for high schools, and is well suited to aid teachers in training the youth of the land into a true conception of American citizenship.

Reed's Introductory Language Work, published by Effingham, Maynard & Co., New York, is a carefully planned and systematic course of exercises designed to familiarize young pupils with the fundamental forms and usages of good English. The exercises are based on the correct principle that accuracy and facility of expression can only be attained through observation and practice. Teachers who are not satisfied with the work they are doing in language should see this little book. Price 40 cents.

Physics by Experiment: An Elementary Text-book for Schools. By Edward R. Shaw, Ph. D., Prin. Yonkers, N. Y., High School. Published by Effingham, Maynard & Co., New York.

Most text-books on physics are too abstract and too difficult for beginners. This one is elementary in its character, and is designed to lead the pupil, by means of experiments with simple apparatus, to observe and reason for himself, while he is at the same time gaining manual skill by handling apparatus and performing experiments for himself. Copious questions and problems are given at the close of each chapter. The appendix contains directions for making various pieces of apparatus.

The Teacher's Hand-Book of Slbjd, as Practiced at Naas; Containing Explanations and Details of each Exercise. By Otto Salomon, Director of the Naas Seminarium. Translated and Adapted

for English Teachers by Mary R. Walker, St. George's Training College, Edinburgh, and William Nelson, Manchester Schools for the Deaf and Dumb. Published by Silver, Burdett & Co., Boston, New York, Chicago. Price \$1.50.

This we understand is the first issue of a book of this kind in this country, and naturally a large number of teachers will desire to see it. It was prepared originally for Swedish people, and in accordance with prevailing conditions in Swedish schools. The subject is treated not from the economic but from the educational stand-point. Educational Slojd seeks to utilize all that may be of educative value in physical labor. It seeks physical and mental development through a union of mental and physical activity. The translators have made such modifications in the work as seemed necessary to adapt it to English teachers and students.

Silver, Burdett & Co., Boston, announce this month several new books which will be of especial interest to wide-awake teachers everywhere. Especial attention is called to their new geographical reader, *Our American Neighbors*. It is an excellent book for the home or the school, and is especially calculated to re-inforce the teaching in geography, so far as it relates to Canada, Mexico, Central America, and South America.

MAGAZINES.

With the return of September the magazine reader resumes that habit of careful reading that has given place for the while to the skimming habit of the summer. And the magazines, in turn, respond with particularly good bills of fare. *Scribner's* starts off with a very entertaining and well illustrated article on the "Steamship Lines of the World" by Lieut. Ridgely Hunt, U. S. Navy, and gives with it some good cuts that give the reader some idea of the vastness of the great transportation interests of the oceans. Thos. Nelson Page, whose first novel, "On Newfound River," was an instant success, on its recent appearance, has a characteristic sketch, "Run to Seed," that reveals a phase of Southern life with wonderful portrait power and graphic narrative. "Browning's Asolo," by Felix Moscheles, will attract attention, now that everything that throws any light on the great poet's works is in such active demand. "Odd American Homes"—the Kansas sod-house, the Southwesterner's dug-out, the Greenlander's stone-and-sod mansion, the Indian tepee and other strange habitations—make an interesting ten pages, with illustration; and then there is the usual installment of the Stevenson-Osbourne story "The Wrecker," besides other articles that will get more than ordinary attention.

The *Atlantic Monthly* follows up a fashion that is obtaining more and more with magazines, of giving special features the benefit of larger caps and underlining, to attract attention. Thus Rudyard Kipling's "Disturber of Traffic" in the September number is

set out with prominence; so also is the promise of Col. Henry Stone's "General Thomas" for the October number. The September content is a judicious combination of solidity and sketchiness. "Speech as a Barrier Between Man and Beast" by E. P. Evans, is an interesting discussion of the brute methods of communication, the author holding that we cannot be sure animals do not have general concepts. His conclusion is that animals are breaking down the barrier and instances are cited of dogs that were taught to articulate. John Fiske's "Europe and Cathay" is an interesting leaf from 11th century history. The number altogether is quite up to the usual.

The *North American* for the new month has two features that are given the prominence of big caps on the title page: "Goldwin Smith and the Jews," by Isaac Besht Bendavid, and a symposium on the curableness of drunkenness. In the latter, some startling facts on the well worn question of heredity are adduced. Mary A. Livermore contributes the results of her years of investigation on the line of larger womanhood in "Co-operative Womanhood in the State;" C. P. Huntington, the well known magnate, makes a "Plea for Railway Consolidation." Clara Morris presents some "Reflections of an Actress," and Fred Douglass, returned minister to Hayti, discusses the complications of our relations with that country. The bill of fare is unusually full and pleasing.

The *Century Magazine* will celebrate the 400th anniversary of the discovery of America by publishing a Life of Columbus written especially for that magazine by Emilio Castelar, the famous Spanish orator, statesman, and author. The work is written in Spanish, and will be carefully translated. Senor Castelar, whose interest in and admiration for America are well known, has made a careful study of the new historical material bearing upon the subject, and it is said that his papers will be very richly illustrated. Other articles dealing with the discovery of America are in course of preparation for the same magazine.

The well-chiseled face of Dr. Geo. C. Lorimer, the eminent Baptist divine, is the frontispiece of the *Arena* for September, and the first article is his. Under the title, "The Newer Heresies," he finds no cause for alarm in much that the higher criticism is evolving, and trusts that ignorance and intolerance may not repeat history in stoning the true prophets of God. The editor, B. O. Flower, has an elaborate article on "Fashion's Slaves," in which are forcefully shown the folly and criminality of many things in woman's dress, that the reformers have not yet driven out. Kuma Oishi's article on constitutional government in Japan is full of suggestion as to the growth of that most occidental of oriental nations. Thomas B. Preston discusses "Pope Leo on Labor," Sylvester Baxter describes "The Austrian Postal Banking System," and Prof. Willis Boughton treats of "University Extension." It is an excellent number.

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SAMUEL FINDLEY, EDITOR.
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THE TEACHER AND THE SCHOOL, VII.

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BY THE EDITOR.
—

SCHOOL ORGANIZATION.

After an interruption of some months, this series of articles is now resumed. The topic above named is opportune. Many of my readers have just been organizing their schools for the year, and others will soon be engaged in that work. There is reason to fear that its importance and difficulty are underestimated. This is especially true of the ungraded schools. One who has had large experience says: "I have visited more than a thousand ungraded schools, and have not found one in twenty well organized. Many of the worst organized schools I have found in the hands of teachers claiming from five to forty years' experience." I have just finished the examination of a set of teachers' manuscripts on "Theory and Practice." One thing asked of the applicants was to describe a well organized school. Not one of the twenty-six applicants gave evidence of any clear knowledge on the subject, and more than half of them betrayed utter ignorance of what is implied by organization, though many of them were of mature years and considerable experience as teachers. Many seemed to confound

organization with preserving order and conducting recitations.

Organization implies systematization; methodical arrangement; adjustment of parts, materials, means, appliances; disposition of forces with reference to action or use. The proper organization of a school consists mainly in such an adjustment of the school machinery, such classification of the pupils and assignment of work to each, and the adoption of such regulations as will secure constant employment, efficient instruction and the greatest moral influence. The aim and tendency of all the adjustments and arrangements should be to "remove friction, induce order, and secure cheerful and effective work."

Much of a teacher's success depends upon his ability and skill in organizing. A well organized school may be so operated as to become almost a self-regulating mechanism, reducing the demand upon the teacher's attention and vitality to the minimum. To this end the organization should be as simple as possible. A school may be organized too much. Devices may be multiplied and the machinery become so complicated as to tax the teachers strength and skill to keep all in operation. A simple machine is more easily operated and less liable to get out of order than one more complicated.

What I have to say further on this topic falls under the following heads:—

1. Classification.
2. Course of Study.
3. Daily Program.
4. Seating.
5. School Tactics.

1. *Classification.* The pupils of every school should be classified. By this is meant that pupils of equal or like attainments should be placed in the same class or grade and receive the same instruction. A close classification in a system of graded schools requires all the pupils of a given grade (or standard, as the English call it) to pursue the same studies at the same time, keeping abreast in all. What is sometimes called a loose classification permits pupils to pursue different studies with different classes. The former is much more desirable. The latter is justifiable, in city schools, only in exceptional cases or as a temporary expedient.

The number of classes or grades in a system of graded schools usually corresponds to the number of years required by an average pupil to complete the course of study. In most cities and towns

there are eight yearly grades below the high school. By this classification, pupils who fail of promotion are compelled to fall back a year; and strong, bright pupils cannot advance faster than the class to which they belong, except by jumping an entire year. Thus there is often a conflict between the good of the individual pupil and what seems to be the general good. Some remedy for this evil has been found in the plan of semi-annual classification. This makes the steps between grades shorter and the transition easier; but the plan can not be readily carried out in the smaller cities and towns without giving to each teacher too large a number of grades or classes. It is practicable only when a sufficient number of pupils can be brought together to form schools of not more than two semi-annual grades each. The semi-annual plan has been in successful operation in the Akron schools for about fifteen years. A class is graduated from the high school and promotions are made in all the schools twice each year. The advantages gained are a closer and better classification and shorter and easier steps from one class to another. Strong and ambitious pupils have a fair chance to push ahead, and those who fail of promotion fall back but half a year instead of a whole year.

With pupils old enough to prepare and recite lessons, the best classification for effective work is that which gives to each teacher two grades. Some teachers prefer an entire school of one grade. It requires less daily preparation on the part of the teacher, and some lessons and exercises can be given to the whole school at once, thereby saving labor and affording time and opportunity for giving help in the preparation of lessons to those that need it. But an entire school of forty or fifty pupils makes too large a class to recite together in the principal studies, such as arithmetic, grammar, or history. A division into sections becomes a necessity, and only those who have tried it can appreciate the difficulty of hearing two divisions of the same class recite the same lesson in the same room, one after the other. I have never known the experiment to be tried with satisfactory results. All things considered, that is the best classification which gives to each teacher two different grades for alternate study and recitation. It should be carefully noted here that no possible classification can relieve the teacher entirely from the work of individual instruction. With the best classification that can be made, under the most favorable conditions, the teacher who fully understands his business will still find a necessity for dealing with individuals. Children can not be well taught in

bulk. Individuals must be studied, and instruction and training must be adapted to the needs of each. One of the hard problems for young teachers is so to conduct class recitations as to meet and supply the need of each individual in the class; but it is a problem which must be solved. Complete success can be attained in no other way.

The classification of a country school presents serious difficulties, requiring the exercise of good judgment, patience, courage and perseverance. Of course no such classification as that which prevails in city schools is possible in the country. The wide range of topics which must be taught by one teacher and the small number of pupils of same attainment and ability in a country school make this impossible. Besides, the irregular habits of many country people in regard to school attendance makes it difficult to maintain proper classification. And because of the difficulties, few country teachers make any but the feeblest attempts at classification. Every country school should be classified, and its classification should be the very best that existing conditions will allow. Proper efforts in this direction may be made to serve as an antidote to irregular attendance and other prevailing evils. The starting point is the adoption of a course of study—a matter to be considered farther on. This becomes the guide in classification. In no case should there be, in a country school, more than one grade for each year of the course of study; and often in practice there will be less. Classes can often be consolidated with advantage. Pupils who read well in the third reader may be merged with the fourth reader class, with profit to themselves and the school. Instead of forming a new geography class each year or whenever there are three or four pupils ready to take up that branch, let them push ahead in other studies and fall into the next class in geography when the time comes to start it; then ease up a little all around in some other studies and push the geography. By thoughtfulness and skillful management of this kind, the number of classes may be kept at the minimum and more and better work accomplished. The classification would not be exact or close, but it is not best that it should be. The organization of any school should be sufficiently flexible to admit of adjustment and adaptation to existing conditions. When niceness of organization conflicts with the highest good of the pupils, the organization should give way. Yet all this is consistent with a steady holding to the main course. A ship-

master often finds it necessary to tack this way and that way, yet he holds his course and reaches his destination.

Very gratifying progress has been made, in the past few years, in classifying country schools and systematizing their work. The schools in many townships are successfully pursuing a carefully devised course of study, and granting certificates of graduation to those who complete it. Enough has been done in this direction to demonstrate the practicability and desirableness of classification and system in the country schools, and the present indications are that in a short time the shiftless, slipshod ways heretofore prevailing in these schools will be found only in sleepy hollow.

2. *Course of Study.* The preparation of the best course of instruction for schools of any grade is a task at once difficult and important. The man that presumes to say with positiveness that this or that course of instruction is best in all respects for a school or a system of schools, gives ground for the suspicion that he knows little of what he is talking about. The ability to construct a judicious course of study implies these three things: 1. A clear and comprehensive knowledge of the nature of the being to be educated. 2. A right understanding of the end for which that being is to be educated. 3. A correct estimate of the educative value of the various branches of knowledge. The best that any one can do is to adapt, as well as he can, to existing conditions the thought and experience of the wisest and best who have studied the problem.

These among other questions immediately confront one who undertakes to prepare a school course of study: What studies shall be included? In what order shall they be taken up? How many and what subjects shall be prescribed for simultaneous study? How much time shall be given to each study? What portion of each subject shall be assigned to each grade or period of time? It does not accord with my present purpose to discuss all these questions in detail. I shall confine my observations mainly to the first, in its application to country schools and grades below the high school.

The experience, reading and thought of nearly forty years devoted to public school work have led me to the conclusion that more is attempted and less of value really accomplished in our elementary schools than should be. The tendency of the times has been to a display of ostentatious learning rather than to solid attainment in practical knowledge and useful culture. Inflation has ruled the hour in education as well as in finance. The essentials, the bread and meat, so to speak, of a common school course of instruction

and training seem to me to include mainly these four: Language, penmanship, arithmetic, and good morals. A youth well grounded in these is better prepared for life than one who has a smattering of many sciences without proficiency in these essentials. To these should be added, when circumstances favor, the less essential but yet important branches of vocal music, drawing, and as much of geography and history as may be gained from an ordinary first book on these subjects. Entirely too much time is usually wasted in memorizing and forgetting geographical details.

Language may be said to be the key to all knowledge, and its study and practice must necessarily occupy a large share of school time. An intelligent comprehension of ordinary English and tolerable accuracy and facility in its use are the least that should be demanded. Schools do not generally reach what is attainable in this direction. A common school course in language should include—

1. Reading. Intelligent and intelligible reading is fundamental in education. If after attending school seven or eight years pupils of average natural ability are found unable to read at sight, fluently and with fair expression, any piece of ordinary English composition, the training is at fault. No part of school work is more important than this, and none makes greater demand for skill and painstaking on the part of the teacher; but these are just the qualities which teachers should be expected to possess. Nor should pupils leave the common school without a taste for good reading and some knowledge of what is most worth reading. This is a large and rich field which well repays cultivation.

2. Spelling. By practice in written spelling, and by the fixed habit of attention to the correct spelling of all the words he uses, the pupil should be able, at the end of his common school course, to write a letter or other composition without misspelling words in common use.

3. Language lessons. These should consist of systematic daily exercises in sentence-building, letter-writing, composition, etc., continued throughout the course, with a view to gaining a practical knowledge and use of the language. The time now spent in the city grammar schools and many country schools, in memorizing grammatical definitions, rules, notes and exceptions, and in analyzing and parsing knotty sentences, could be far more profitably spent in this way. The study of grammar as a science, except its simpler elements, should not be pursued until the pupils are more mature and have gained by use such a practical knowledge of the language

as will enable them to pursue the study with satisfaction and profit.

As to *penmanship*, all pupils who continue in school long enough to complete such an elementary course as that here contemplated, can and should acquire the ability to write legibly and neatly. A few may learn to write elegantly.

In *arithmetic*, the first and chief aim should be to secure accuracy and rapidity in the performance of the fundamental operations. Much higher attainment is possible in this direction than that usually reached. To this add a thorough and practical knowledge of common and decimal fractions, denominate numbers, mensuration of ordinary surfaces and solids, and the more common applications of percentage, and leave the more difficult parts of arithmetic to be studied after pupils have pursued an elementary course in algebra and geometry.

The formation of right moral habits is more the work of the home than the school; but the school should enforce and supplement, and often correct the instruction and training of the home.

The course of instruction for elementary schools here briefly outlined would considerably reduce what is at present attempted in most schools; but I am convinced that the greater thoroughness and accuracy contemplated would be more than an equivalent for the reduction, constituting a better outfit in life for those who go no farther, as well as a better preparation for those who are to pursue a higher course of study.

(Continued.)

VIOLENCE vs. REASON, OR THE GOOD TIME COMING.

BY W. H. VENABLE.

It is related that an English school-girl on being asked to tell the difference between man and the lower animals, said: "A brute is an imperfect beast,—a man is a perfect beast." The unintentional irony of this definition provokes reflection as well as laughter. It recalls the anecdote of the young collegian who, fresh from his studies of the origin of species, informed his father that man is derived from the monkey. "Speak for yourself, my son," replied the skeptical parent; "*your* ancestor may have been a monkey."

Savages, such as our American Indians, adopt the names and imitate the supposed virtues of wolves, panthers, and vultures. The imaginative small boy, a primitive man, resolves himself into a dog,

a horse, or a whole menagerie at will. Great nations, though they may not trace their origin from sacred animals, or worship Brahmin bulls, holy crocodiles, or the like, still continue to exalt ferocious beasts and rapacious birds as the symbol of human power, and glory. I need instance only the Russian bear, the British lion, and that distinguished fowl, the American Eagle, against which Benjamin Franklin protested on account of its vicious character.

Most assuredly we must confess that man, in his wild state, is allied to the brute creation. Beasts rend one another with teeth, claws, and horns. Savage human tribes, in a similar manner, fiercely encounter their kind with club, spear, or tomahawk. When two roving Esquimaux clans chance to meet on an arctic plain, the chiefs, hostile at first sight, advance, holding the handles of their knives against the right shoulder so that the blade of bone points forward, and, having come together, they hug, each forcing his weapon towards the heart of his foe; and this cordial embrace is not relaxed until one yields himself captive, or, until one or both fall dead.

In his primitive condition, man is selfish, cruel, despotic, and lustful; he is a quarreling and combative animal. He delights in warfare. Slowly he learns the alphabet of gentleness. Yet the mild persuasions of mercy do gradually prevail upon him to subdue the tiger within his bosom. The world is beginning to appreciate peace. Though Cæsar's spirit,

"With Ate by his side come hot from hell,"

still oft raises the cry of havoc, and lets slip the dogs of war,—the very dogs of war have been tamed by their mistress Civilization. Battle itself is becoming humane,—an art of long ranges and engineering skill. The thinking bayonet is not cruel. The glorified general of modern times is not he who wades through slaughter to a throne, but he who saves life and averts misery. Moreover, nations are learning to settle difficulties by arbitration. Far-seeing statesmen and philosophers, who stand on the summits of knowledge, announce the dawn of a day of universal and permanent peace. The gleam of that day's sunrise is on the distant hills of hope. Solemnly sweet and grand, like sphere-music, comes pealing down the aisles of the centuries the prophesy of Isaiah:

"And He shall judge among the nations, and shall rebuke many people; and they shall beat their swords into plowshares, and their spears into pruning-hooks: nation shall not lift up sword against nation, neither shall they learn war any more."

In the process of natural development, man has dropped the defensive, personal sword, as erst he dropped his Darwinian tail and pointed ears. One or two centuries ago, every gentleman carried his honor in his scabbard, and adjusted differences according to the code, by a dextrous plunge of the rapier.

Mankind was a gainer when firearms were invented, for, gunpowder, like common schools, and the free ballot, is a leveler, and lends its equal aid to weak and strong. A revolver discharged by the delicate finger of a trembling girl, shoots as hard as when a Herculean desperado pulls the trigger. "Look out!" was the Quaker's warning to the burglar; "Thee is standing just where I am intending to shoot."

Nations and individuals must sometimes resort to destructive force as a means of self-defense, or to overthrow manifest wrong. "King Olaf preached the gospel with his sword." But I don't want our pastor to convert me in that way. The method is out of style. "Cannon-balls may *aid* the truth," says Charles Mackay in his inspiring poem, the "Good Time Coming."

"Cannon-balls may aid the truth,
But thought's a weapon stronger;
• We'll win our battles by its aid:—
Wait a little longer."

Political economy demonstrates that it is bad policy to smash things. Experience proves that plowshares and pruning-hooks are better property than swords and spears; and that gunpowder serves a better purpose when it blasts rocks to build houses, than when it blows off the heads of brave soldiers for glory and renown. Raise high the monument to the warrior who fell in the cause which he deemed right; endow hospitals and homes for the disabled veteran; pension the brave who pensioned liberty with their blood;—but will not the time come when the officers and high privates in the legions of the army of peace shall also receive an equal meed of praise for their hard-won victories? The inventor who gave the world wealth, yet died poor; the scholar who wore out his life warring against ignorance; the teacher who grew old in the service of the state in order to prevent war and crime and poverty; shall not these be counted public benefactors as much as those who carried muskets to the field, or wore the epaulettes of command?

I saw in a great city foundry a pile of brazen cannon destined to be remelted and recast in the form of bells for churches and school-houses. I saw in the same city a historic weapon of per-

sonal defense, which, like the cannon, had undergone an entire change of function. This is the story of it:—

A Boston gunsmith gave Parker Pillsbury a magnificent six-shooter, which the old abolitionist, in turn, sent, from the office of "The Revolution," a reform journal, to a young editor in Cincinnati, on Christmas, with the message: "Peace on earth:—I present you this pistol with the injunction that you never load nor fire it." The proscribed pistol, a mere emblem, lies on the present owner's table, an efficacious paper-weight.

Man is distinguished above the beast, and the learned man above the boor, by the use of language. His warfare is on the fields of argument. The mind is his arsenal,—his ammunition, a vocabulary. His squadrons are the serried sciences; his ranks, embattled ideas; his banners, far-streaming truth. The march of his invisible army is against the fastness of ignorance; he invades the ancient kingdom of superstition to destroy gorgons and chimeras dire. He belongs to those dauntless "Heroes of the Pen," of whom the brilliant poet Coates Kinney sung:

"Not with sword and flame these heroes came,
To ravage and to slay,
But the savage soul with thought to tame,
And with love and reason slay.
Nor good steel wrought that battles fought
In the centuries of yore,
Was ever so bright as they burnished thought
To cut into error's core;
And in the fight for truth and right,
Not a hundred thousand men
Of the heroes old were a match for one
Of the heroes of the Pen."

Wendell Phillips, that irrepressible agitator, who, more than any other of our great orators or writers, trusted the creed of Democracy, and illustrated the right of individual freedom, exclaimed: "I hail the almighty power of the tongue. I swear allegiance to the omnipotence of the press." Two centuries before Wendell Phillips thus pealed the clarion-note of free speech, John Milton, the golden trumpet of English reform, had sounded forth the immortal words: "Give me liberty to know, to utter, and to argue freely according to conscience, above all other liberties." Amen, and amen! Sound that trumpet again over the "Solid South," and over the fluid North, and around the rolling earth.

Free speech, my dear sir, implies free thought, and permits the other side to be heard as fairly as your own. You may be so zealous to impart your own opinion or plea, that you may cry, "Strike, but hear!" Be also magnanimous enough to say to your antagonist, "Speak, though your words strike me dumb." Argue the question like men. Try to get at the very truth of the matter. Socrates said no greater good fortune can befall a man than to be confuted in an error. You may be wrong and the other man right. Or both of you may be partly wrong and partly right. Or both may be absolutely wrong. "It is strange," said some one to Voltaire, "that you praise Mr. So-and-So. You think him a genius and he thinks you a charlatan." "Perhaps we are both mistaken," said Voltaire.

That which we call "agitation," or discussion, whether by tongue or type, is the true human means of modern warfare. That and the vote. Ballot means bullet. We kill our political enemies with votes; and cut off their heads by turning the rascals out of office. The coming man will be very particular how he aims his vote, and will no more think of selling it, than a true patriot would think of selling his country.

I believe in universal suffrage. We hear much about a property limitation and an educational limitation to the privilege. To say a person shall not vote because he is poor and ignorant is to say he shall not use medicine because he is sick. To vote is to acquire property and education. The right of suffrage is property, and education is power.

THE TEACHER'S ACADEMICAL AND PROFESSIONAL PREPARATION.

By B. A. HINDEALE, PH. D., Professor of the Science and the Art of Teaching in the University of Michigan.

[Read at Toronto, July, 1891.]

I.

THE TEACHER'S INSIGHT.

No person can successfully teach any study, who has not clear and correct ideas of the ends that he should seek to gain. As this remark is a particular application of the truism that no one can do a thing well without knowing what he wants to do, insistence upon it may be thought superfluous. Such, however, is not the fact, and

I shall give the observation the emphasis of two or three brief paragraphs.

A teacher may undoubtedly teach well the instrumental studies in their earlier stages without grasping their whole significance. He deals almost wholly with mechanical processes, physical and mental. It is indeed desirable, since the mechanical and the rational elements of education finally blend in perfect unity, that the primary teacher should grasp the ultimate ends of these educational arts, but we cannot insist upon it as absolutely essential. He will not, however, be successful unless he sees distinctly the immediate objects to which his work leads. What reading *is*, and *why* it is taught are questions that he must be able to answer. And so of writing, number, and drawing. Much more as the mechanical stages of these arts are left behind must the teacher consciously grasp their higher uses and ends.

With some qualifications, the foregoing remarks may be repeated with respect to the non-instrumental studies. It is not strictly necessary that the teacher who deals mainly with the facts of Geography, History, Literature, or Science rather than with their interpretation, should fully perceive their higher elements and objects. Even here, however, such insight is more desirable than in the corresponding stage of reading and writing; for the work is less mechanical and more rational. In fact, all that the phrases "Mechanical Stage" and "Rational Stage" of education mean is, that in the first we throw the emphasis upon the empirical elements, while in the second we throw it upon the philosophical elements, first in respect to particular studies, and then in respect to knowledge as a whole. Furthermore, while studies differ widely in the ratio existing between facts and principles, and the same study in the ratio of these elements at different stages, there is no study, and no stage of any study, that is wholly lacking in either. Still more, as the teaching of the non-instrumental studies recedes from the matter-of-fact stage, as now defined, the teacher must fully discern the final reasons of his work and be guided by them. He must feel the force of the philosopher's beatitude, Happy is he who knows the causes of things!

What has now been said is very well summed up in the quotation from Dr. Arnold: "It is clear that in whatever it is our duty to act, those matters also it is our duty to study."

II.

THE FUNDAMENTAL FACTS OF EDUCATION.

The first of these is the mind. While we are wholly unable to tell what the mind is, we have no difficulty in discovering some interesting facts about it. The first of these discoveries is that it is capable of activity, of self-activity, and that this is its characteristic attribute. The second is, that through activity the mind grows, increases, enlarges. The third discovery is that while the mind is one and has no parts, it is capable of acting in several different spheres, of having a variety of experiences, and that, through these activities and experiences, its powers, or so-called "faculties," are developed. This enlargement or increase of the mind we name education, using the term in the very broadest sense,—the leading out, the exercise, and so the growth, of the faculties. Another fact in relation to the mind is, that it grows *only* through activity. A stone *insitu* may grow, but the fact has no analogue in the history of the mind. A still further fact is that the mind cannot act, and so cannot enlarge or become educated, if it is left shut up to itself. Its activity is conditioned absolutely upon a second something external to itself.

The second fundamental fact of education is the world, which, as here used, means everything foreign to mind itself, irrespective of its character. It is the world, or that part of it, called nature, which first sets the mind in motion and so incites its growth or education. It is the world that first stimulates the mind to know, to feel, and to choose. Afterwards the same results are produced by the minds own states and affections, and the facts of society and life.

Some, perhaps, would stop here, but it will be conducive to clearness to state another fundamental fact.

The speculative relation of the world to the mind, the question of reality, belongs to the metaphysician; the practical relation, to the psychologist and the pedagogist. Until such a relation is established, there is no mental activity, and, of course, no knowledge; but the moment it is established activity ensues, the mind knows, the world is known, knowledge begins, and education takes its rise. The third fundamental fact, therefore, is the mind and the world—or at least some object of knowledge—in relation. This relation, however, is not a merely artificial or mechanical one, but real and vital.

Knowledge, in its proper sense, has no existence outside of the

mind; it is a continuous state of the mind, and is wholly subjective; that is, if minds should cease to know, knowledge would cease to exist. It is indeed common to give it objective existence, as when we speak of the knowledge contained in books and libraries. What books do contain is rather the symbols of knowledge—mere transcripts or copies of the world and of the mind as the authors of the books have seen the world and the mind,—and they are meaningless until they are converted into reality by the reader's own activity. However, as custom justifies the objective use of the word, and it is convenient, it will be employed hereafter in the sense of the world or reality.

These fundamental facts the teacher must firmly and clearly grasp, because they bound his province as a teacher.

III.

THE TEACHER'S FUNCTION.

In the strict sense of the word, the teacher's function as an instructor is determined by the relation of knowledge to the mind. How to use knowledge, or rather how to cause his pupil to use knowledge, in such a way as to promote proper mental growth, or education, is the central question of his art. As a former of minds he has no duty to perform that is not included in this generalization. That the teacher may successfully prosecute his art, he must know—

1. The activities of the mind, their nature and relations and their respective values as determined by the facts of life, individual and social; or in other words, he must have an educational ideal.

2. The varieties of knowledge (or as Bacon called them, the "Knowledges") and their power to stimulate and form the mind, in respect both to quantity and quality; or he must have worked out, partially at least, the problem of educational values.

The person who has this knowledge conjoined with skill in bringing knowledge (or the world) and the mind into vital relation can successfully discharge the function of a teacher, and only such person can do so.

IV.

THE TWO ASPECTS OF KNOWLEDGE.

The foregoing analysis makes apparent the fact that knowledge or studies, must be considered from two standpoints.

1. The academical standpoint is the one occupied by the pupil in school, and the scholar in the world. Such person is profited by knowledge in two ways; his mind is formed and informed by it,

and in this way he is made ready for the work of life: The general scholar, or common man, has no special reason for studying knowledge with reference to its forming and informing power, or to enquire into the ways in which it shall be applied to educational uses.

2. The professional standpoint, or the pedagogical standpoint, is the one occupied by the teacher or other person interested in the philosophy of education. As already implied, it includes in its inventory the following elements: (1) The activities of the mind; (2) the relations of different kinds of knowledge to these activities; and (3) the discovery or invention of methods whereby mind and knowledge may be brought into due relation, that is, methods of teaching. These questions bring before us the whole *rationale* of forming and informing the mind in so far as the teachers art is concerned with it; in other words, the science and the art of teaching.

V.

THE DISTRIBUTION OF EMPHASIS.

Both of these ways of looking at knowledge may be emphasized, or either one may be emphasized to the partial exclusion of the other. The placing of disproportionate emphasis upon the one or the other, is well illustrated by the divergent tendency of college and university teachers on the one hand, and of common school and normal teachers on the other.

First, Active minded college men cultivate knowledge, and learning; they belong to the various associations and societies looking to these objects. But as a class they take little interest in the science and the art of teaching. They give a minimum of attention to the reflective or scientific side of the profession that they follow. They are not much interested in teachers' associations and meetings, and often look upon them with ill-conceived contempt. They are prone to deny that there is a science of teaching, and sometimes say that education has no history worth studying. Many of them look askance upon the new chairs of pedagogics in the colleges and universities; and a smaller number oppose to them an active resistance. What literature is there for him to teach? is a question once asked in a prominent university when it was proposed to add to the faculty a professor of the science and the art of teaching. That college teaching suffers severely in consequence of this neglect in the teaching art does not admit of question.

Secondly, Common and normal teachers lay far more stress than college professors on the professional factors of education. Why, I need not enquire; the fact is unmistakable. They make up the

bulk of the great army that attends meetings like the present one. They carry on most of the discussion relating to teaching. Indeed, if our educational associations should lose the support of these teachers, there are few of them that would not perish at once. But on the other hand, common school and normal teachers are much less prominent and active than college professors in the fields of learning and investigation. One reason of this is that if such a teacher begins to attract attention in these fields, he is pretty apt to be called into college or university work, but I suspect that few of them are identified with the learned or scientific societies of the country. Common school teachers are relatively over-absorbed in the technics of their work, which suffers seriously in consequence.

VI.

THE EMPHASIS RIGHTLY DISTRIBUTED.

Now, that the teacher should be deeply interested in both the academical and the professional aspects of teaching, or that both sides of his preparation need to be suitably emphasized, becomes demonstrably certain when we consider the relations existing between the two. The following points may be noted:

1. Academical preparation is not sufficient. Knowledge cannot be mechanically deposited by one person into the mind of another, or mental power be similarly transferred. The mind has its own laws of growth, like a plant or an animal, which must be regarded. Horace Mann once said children love knowledge as naturally as they love honey; and to the objection that some do not appear to do so, he replied that it is not brought to them in proper form. Neither would they like honey, he said, if it were poured into their ears! Hurling facts at children's heads, or piling up knowledge on the table, is not teaching

It is well known that great scholars are sometimes very poor teachers. They either have no native aptitude for teaching, or they have neglected the cultivation of their art. But it is important to observe that primary teaching is a more delicate art than college teaching. Young pupils have almost no power to organize knowledge; whereas advanced students can resort and rearrange masses of interesting material that are cast down before them. Feeding an infant is a more delicate operation than feeding a giant. Were the majority of primary teachers such bunglers as many college professors are, they would soon be relegated to other spheres of usefulness.

2. Academical preparation must precede professional. This arises from the nature of the case. The *rationale* of no subject can be taught before the subject itself is measurably mastered. Neither special methods nor general methods can be taught successfully until the pupil has a good academic education. The "what" must come before the "how." Hence the effort to superinduce a professional education for teaching upon an unorganized or ill-informed mind must end in an ignominious failure. The rent in the old garment is made worse by sewing in a patch of new cloth.

3. At this point great mistakes have been made, and are still sometimes made. For example, Pestalozzi held that a teacher who has mastered the method could teach a branch of knowledge he did not understand. To me this is the paradox of educational history, since the whole trend of Pestalozzi's system was away from mechanism and towards spirit and freedom; and I can explain it only by referring it to that enthusiasm for a favorite idea which sometimes runs into fanaticism. The great reformer's own scholarship, it will be remembered, was slender, while he dealt almost wholly with young and immature minds. But Pestalozzi is not the only man who has made this mistake. The idea appears to prevail in some quarters, even now, that a person can be fitted out with a kit of tools that will enable him to teach, no matter whether he knows much or not.

Teaching is bringing knowledge into due relation with the mind. Something must be brought. In abstract logic we deal with the forms of thought; but teaching is not a matter of form, of thought-skins, of going through motions, of following rubrics. Forms stand to thought in some such relation as grape-skins to grapes, and are no more nutritious. Teaching is spreading no barmacide table. Then, too much is often made of the "experience" argument. At least, experience is often misunderstood. It is not mere number of days or years spent in the service. Not a few teachers have I known who were incapacitated for good teaching by their very experience. Their minds had become circles closed to all new ideas and inspirations, and glazed over with self-sufficiency. If you start out on the wrong road, the longer and faster you walk the farther are you from your destination.

4. But if either factor must be slighted, which one shall it be? Which is better, much scholarship and little method, or little scholarship and much method? The answer to this question can not for a moment be held in doubt. Both theory and experience

declare for scholarship. In fact, the enthusiasm of knowledge is a prime requisite of the best teaching. Few school spectacles are more painful than that of a poor teacher eking out a slender learning with an excess of method. The good scholar without professional training will commonly stagger a good deal at first, but if he have the root of the matter in him he will soon find his feet; while the teacher of an ill-organized mind and small equipment gives little promise of ever overcoming his limitations. The "what" will catch the "how" long before the "how" will overtake the "what." And this is why all sound educators plead for the improvement of the intellectual equipment of the teachers of the country.

THE BRIGHT PUPIL.

ELIZABETH M. NEILL, CLEVELAND, O.

We teachers are frequently admonished as to the care and thought we should bestow upon the dull pupil. We rightly give a great deal of attention to him, and spend much time and labor in making the rough places smooth before him.

Do we as often discharge our duty toward the bright pupil? Are we not too apt to think the bright ones will take care of themselves? In almost every school there is the boy who never studies and yet has his lessons. He heads his class with the slightest effort. He is as far above the average as his dull companion is below it. The work is not work for him; it is merely play.

Our courses of study are arranged with reference to the average child. This is confessedly and necessarily so. We expect that a few will be so far below the average that they will be unable to complete the work in the allotted time. Ought we not to expect something more of the other extreme?

Why is the bright boy in school so often distanced in later life by his slow companion? It seems to me we can not escape all responsibility for such a result.

The bright boy has been allowed to play his way through school. He has had no real discipline. He has won success without work, and he imagines he can do the same in business. No wonder he finds his mistake and falls to the rear.

His slower neighbor has habits of perseverance and diligence, gained by hours of toil at his school work. His mind has been

really trained. He has been accustomed to work hard for what he gets, and he expects nothing else. When he enters real life his past experience is immediately available and very valuable. He has been used to meeting and conquering difficulties. In each case there will doubtless be other determining factors, but just so far as the result is due to school training, must we hold ourselves responsible.

One wicked thing in school work is cramming. An equally wicked thing is to allow a child to play and call it work.

Put the boy in a grade where he must work. Let him skip part of a term with his own class and make it up with a higher class. Arrange the matter with the promoting power and let him work with that object in view. Give him half as much time and thought as the dullard receives.

A housekeeper is careful of her common crockery. She does not wish to break it. But she is more careful of her fine china.

Possibly some teachers are hampered in this matter. We hear occasionally of a superintendent who is so in love with his machine that no irregularity can be permitted. I think such cases are very rare, however. If a teacher has the confidence of her superior officer, he will usually be quite willing to do what she thinks best for any child. Where the regular promotions are made twice a year, ought we not to expect that the irregular cases will be rather common? Even where the promotion is but once a year they ought not to be quite unknown.

Talking on this topic several years ago, a friend quoted this remark of an experienced principal: "I can tell by the way a boy walks across the hall whether or not he has enough work to do. If he hasn't, I see that he is put where he will have enough."

It seems as though such a discovery should not be left to the principal. In a very few weeks after the term opens, the teacher should find such cases, if there be any, and report them to the higher authority for such action as may seem wise.

In this, as in everything else, occasional mistakes occur. We sometimes send a child on who fails to meet our expectations. Yet I think we usually sin in quite the other direction.

Last winter I heard Mr. Treudley drop a suggestion which would be wonderfully fruitful of good results if it were carried out. His idea was specially for the help of the dull scholars and of those who by sickness had fallen behind, but it would benefit the bright ones equally. He proposed that in every school

building of sufficient size a special school be established with a skilful teacher in charge. This school should be only available for industrious, well-behaved pupils. Such a child, who had fallen behind his class for a good reason, or who was naturally very slow or dull, should be allowed the privilege of the special school for a limited time, to catch up with his mates. Each one would work on in his own grade as rapidly as possible and return to his class as soon as prepared for it. The number in this special school at any one time would be small, so that the teacher could give whatever individual help was needed. A time limit would prevent a few from monopolizing the benefits. The lazy and troublesome pupils would be rigidly excluded, so that the whole time and effort of the teacher could be given to the legitimate work. It would place a premium upon good conduct and hard work.

It is easy to see that such an arrangement would benefit the bright boy whom we have been considering. A few weeks in such a school would enable him to work ahead and enter a higher grade, where his brain would be more fully and healthfully employed. He would have an incentive to real work, and would soon lose his listless manner.

Some such plan, making provision for both extremes, would offset the criticism concerning the leveling tendency of our public graded schools. Until something of the kind is provided, we teachers must do the best we can for the children. But in beginning this year's work let us try to be equally faithful to the bright and the dull pupil; to the boy and also to the girl.

Who is of most importance, the man who shapes and creates public opinion, or the crowd whom he sways? Our work is character-building, not lesson-learning. Let us not stint our best children of their proper nourishment because we are occupied nursing the feebler ones.

One examination is required for a lawyer and he is *always* a lawyer; one for a preacher and he is always a preacher, if he behaves himself. Why should a *teacher* be continually and repeatedly examined? In Pittsburg we don't do it. I endorse certificates from year to year, unless the teacher presents himself as a willing victim. I never examine a college graduate and I honor a professional certificate from another county. Suppose a man who wished to engage a lawyer, demanding his certificates with their marks; and a father whose child is mortally sick examining the marks on a

physician's certificate before permitting the doctor to treat his child; or suppose a preacher should become a candidate for a charge, and the deacons should demand to see his certificate and should find it as follows: Perseverance of the saints, 4; effectual calling, 3; original sin, 5. It is an insult to a teacher to require him to be examined more than once.—*Supt: Lucky.*

PRIMARY DEPARTMENT.

With the Little Ones.

CLARA C. MOTZ, LOUDONVILLE, O.

[Read before the Ashland County Institute.]

Will you please to retrace your steps, and go back with me to those happy days of childhood? It has been so long ago that we have almost forgotten that we were once "with the little ones." Here and there we remember something that happened, but nearly all has fled, and we only see dimly that sunshiny period of life where we started. While we cannot picture the glories of the future, neither can we fully recall the days of our childhood.

What a privilege it is to guide the little ones, for so much depends upon this period of life! "Train a child in the way he should go and when he is old he will not depart from it." How essential is this training!

The primary teacher thinks not of the little ones in the school-room only, but she follows them to their homes, where they carry with them what they have received at school. If they have been carefully guarded and well trained at school, the results will appear in the home.

In some homes the little ones are neglected, while in others they have every desire gratified.

Little children seem like plastic clay, ready to receive any impression; and they grow so fast, and these impressions so soon become fixed, that we often see well-established traits of character in quite young children.

We as teachers should be honest with our pupils, and not in any way deceive them. Some of the little ones have become so accustomed to deception in their homes that they really expect it in the school room. How many children the big black bear has

catch up! and the ragman has carried off so many! Not long ago a lady was traveling with her little boy, who was very naughty, and she told him if he didn't behave she would throw him out of the car window. He didn't behave and she *didn't* throw him out of the car window. This kind of deception will lead any child to falsehood and dishonesty.

What a happy thing it would be if teachers and parents everywhere could wisely unite their efforts to guide the little ones aright. It is the grandest work of every generation. If all the little ones of today were well started in the right path, we might confidently expect ere long to see the world lifted a little nearer to heaven.

We hear much about a practical education. To the primary teacher the thought comes with special force. What can be done for the child that his education may become practical? A child does not care to know anything that he cannot use in his little world. He does not like to deal with abstractions. He is a thorough utilitarian. He can build a house with a few blocks. He can make use of strings and broken dishes that others have thrown away. His pockets contain an abundance of wealth, and he is quick to find use for what he has in store.

It does not seem very difficult for him to learn to write, for, having his slate and pencil, he can produce *something*. This pleases him, and he loves to use his pencil when he can do nothing more than mark with it. But slowly his chubby little fingers grow more skilful and gradually his pencil becomes obedient to his will. If he can see no more in a written copy than "left curves" and "capital stems," writing to him has no charm and is indeed difficult.

In his number lesson he would rather deal with objects than with figures, and if the figure be not first associated with objects it may be to him *simply* a figure and nothing more. But if he has the privilege of using marbles he is aroused to action, and can soon bring the relations of number into his little sphere. *Then* his lesson becomes practical. And surely there is a practical side to every lesson, whether it be learned within the walls of a college or at a kindergarten table. Every truth clearly and fully grasped equips us more completely for the duties of life.

The little ones may learn many beautiful and valuable lessons from stories that lead to observation. The Great Teacher taught in this way. He told the story of the "fig tree," of the "fisher's

net," of the "rich glutton," and thus led his pupils "from the known to the unknown."

Whatever the child is expected to learn should be presented to him in a manner so attractive that he will desire to take it to himself and cherish it as his own.

There are many things the little ones should know and can learn before they are taught reading and writing. Sometimes we older people become so large as to have a contempt for the child's way of learning. But we should be careful not to rob knowledge of its charm for the little ones.

Control Your School.

Arnold Alcott contributes these suggestive helps for young teachers, to the *Canada Educational Journal*:

You went to school the first day with lofty aspirations, and at four o'clock you came home feeling that, after all your thought, and all your effort, and all your self-examination, you had been worsted in your efforts; in fact, that you had mistaken your profession. Let me in the most sympathetic way ask you to listen to a little reason on this matter.

You have had a hard day. The previous teacher being a miserable disciplinarian, the class is very disorderly. The persistent offender is there, and a mean spirit has entered into these bright boys and girls.

How to secure their goodwill is the all-important question.

Good discipline and good order are synonyms. It was only the other day that a student of about eighteen said to me, "After all, we boys like those teachers best who get us along well in our lessons." Good teaching and good discipline must go together. We do not believe that the former can exist without the latter, but the former is conditioned on the latter.

The pertinent question, then, is how to obtain order.

As you are a new teacher with a new and badly disciplined class, of course you have not the sympathies of your pupils, therefore, you must make yourself felt, *i. e.*, your power and your influence must be supreme. Now, there is no need of my telling you, who have just come from pedagogical studies, anything of the qualities which you should possess, for you could name them off-hand, you know them intellectually, but to *know* them, you must prove them by experience.

I will just give here one hint on obtaining order. The first trouble will be with the persistent offender. Now, as you have not the pupils' consideration and regard, to get order you must appeal for the first week or so to external agencies, to enable you to establish your command. Of course the kind of external means used depends on the teacher, and on the nature of the class.

The next important question after the obtaining of order is how to maintain order. For you will find that to obtain order is one thing, to maintain it is another. Order cannot be maintained by coercive measures. It must be maintained by inspirational and co-operative means. In other words, as teacher and class become better acquainted a feeling of good fellowship must be firmly established, else good discipline can never exist. When punishments are necessary, internal agencies, or those which appeal to the moral nature should be used.

Having shown the difference between the maintaining and the obtaining of order, let me give you two ways for securing the goodwill of your scholars, and especially that of the "bad boy." Ask a troublesome boy to assist you in any way, no matter how trivial, so long as you make him feel that he is doing something for you, and you will find that the natural desire for good, which is, we believe, in every human heart, is increased in this little pupil and, that a wish to taste of this pleasure again is implanted.

Another most effectual method of securing the personal attachment of boys is for the teacher to notice them. Boys are naturally fond of being made much of. The teacher who takes an interest in their presents, in their games, in their pets, in their physical power, is sure to get along. All these will help a teacher to exert over his scholars a constant and powerful control.

Preparation for Numbers.

The first few weeks of class work in the lowest grade is the same for *number*, *language* and *reading*. The aim is to have the child talk *with perfect naturalness* about everything of which he speaks. So long as there is the least *constraint* there will be no satisfactory progress.

There should be no division of the work distinctively into arithmetic, language, or reading classes, until the children are doing good work naturally. It is well to name the different exercises by

separate titles, but do not let that affect the undivided character of your work.

They are to learn as high-as twelve by their stories, object lessons, and blackboard reading. They should know as high as twelve before they begin to study numbers. They will learn them very readily if they do not think they are studying. A principal affirmed that his lowest grade, when the children had been there six months, did not know "five," and taking the visitor to the room began to ask about "five" and the ignorance was sublime. A boy could not show the teacher five fingers. The visitor spoke to the same boy in a free and easy way, a moment later, and asked:

"Charlie, how many marbles have you in your pocket?"

"Thirteen," said the little fellow with much animation.

"I will give you a nickle for five of them," said the visitor, and the little fellow, fairly laughing all over, produced the five and took the nickle, much to the consternation of the principal.

As soon as a child begins to play intelligently with dolls and dogs he knows "two" as well as he knows "one," better indeed. He usually knows the first five numbers before he knows "one." As a matter of fact, a dog, an apple, the doll, takes the place of "one," while there is nothing to relieve "two," "three," "four," etc., of their individual responsibility.

Let him learn "five" as he does "big," "black," or "bump," because it means something to him. He should not begin the study of numbers until he is studying that of which he knows already. Just as he reads at first only what he has clearly in mind, and words that he knows perfectly orally; just as *word teaching* is better than *letter teaching* because the word stands for an idea; just as *sentence teaching* is better than *word teaching* because it stands for a thought, so number teaching is better when a number phrase like "5 apples" is used in place of the abstract number, and is best when a *number sentence* is used expressing a thought, as "I have three cherries and Frank has four plums."

Number thoughts should be abundant in the child's experience, and oral number sentences before they are studied. This is to be the preparation—*number thoughts, oral number sentences, and blackboard number sentences*, about as high as twelve, are to be known by the child from the general work for language, reading, and number study.—*American Teacher*.

The Child's Preparation for School.

It should be borne in mind that the child is not to be considered a student, even in the childish sense, until he has been in school long enough to get the ways and feel at home in its atmosphere. Nothing is to count until he has come into touch with the school.

It is rank heresy, but it is true just the same, as heresies usually are true in fact but untimely in the eyes of those who have settled everything,—just as steam is water's heresy,—to say that it is better to have children come into the lowest grade one or two at a time rather than to make a new class once or twice a year and have them all come in at once. Unfortunately for the orthodox theory, all children do not reach the school age the first of September or April, but a few at a time all through the year. Let them come to school as soon after they reach school age as the parents choose to send them.

Children should not be put to work in any regular way until they are acclimated. Unimportant "busy work" and a little miscellaneous reciting merely for the general effect, will do them good and take very little of the teacher's strength. These children can drop into the organized class after a little time, and for those that are not equal to this a *new class* can be formed once or twice a year. All this has to do purely with his preparation for school. He is not to be prepared directly for any work until he is acclimated and classified.—*Winship*.

Notes for Primary Teachers.

These gleanings are from the Toronto *Educational Journal's* report of a meeting of primary teachers at Hamilton, Ontario. They contain some good hints.

The phonic class was led inductively to observe that when two vowels occur in a word, *e. g.*, *time*, *sail*, there is a tendency for one to be silent, and the other to have what is usually termed the long vowel sound. In the application of this fact to word recognition, the pupils experienced little difficulty in naming new words written on the blackboard, and showed a keen delight in the discovery. Slow pronunciation was recommended as a help in phonic teaching, and hints on voice culture were given.

The utility of the moulding-board as a means of *expression* rather than of *impression* was emphasized, and a unanimous vote

was passed that, in the opinion of the primary teachers, it would be an advantage if a moulding-board were placed in *every* school.

Interesting papers on "Natural Science Study" were read, and it was agreed that the time now given to that work is a two-fold gain, in that it creates a greater love for school, and materially helps the discipline.

It was thought, as a result of experiments made, that one *portable* board was sufficient for each building.

Considerable time was occupied in the discussion of sequences of work submitted, with a view to the more thorough correlation of language, natural science, drawing and number work.

The lowest primary grades are all supplied with one-inch cubical number counters, and for general work the teachers pronounced them much more satisfactory than shoe-pegs, splints, etc.

In drawing there was an opinion in favor of more exercises in drawing from actual *objects*, after they have been studied and modeled.

As in the past, there was a verdict in favor of kindergarten pupils as being in every way stronger for work than others.

Some interesting points were made in regard to the danger of remaining too long upon the concrete before proceeding to the abstract, and the necessity of keeping *perfect* ideals before children.

BEAUTIFY THE SCHOOL-ROOM.

Let the windows of the school-room be beautified by living plants and blooming flowers, contributing alike to the good health and good morals of the pupils; and let the ugly, monotonous slated board, which is not only offensive, but really injurious to the eyes, be enlivened by crayon sketches, be they ever so simple, and by ornamentations in bright but harmoniously arranged and judiciously grouped color. Let the sayings of master of prose and poetry be emblazoned as "memory gems," and thus be kept before the eyes and minds of the pupils. Let the children enter airy, well-lighted rooms, the walls decorated with tasty, neatly framed and well-distributed pictures or busts. Portraits of Washington, Jefferson, Franklin, Lincoln, hanging in the parlor or the school-room, have taught lessons of honor, patriotism and truth to many an earnest child. After reading some of their noble deeds, which every child admires, has not many a boy gone to the picture, studied it with the deepest interest, and studied himself, too, with a firm resolve that he would try to live up to the example set by these illustrious men?

NOTES AND QUERIES.

QUERIES ANSWERED.

Q. 245.—What was the great problem of the Middle Ages?

How to manage the Pope and the State was the great problem of the Middle Ages. During a considerable part of the Middle Ages, particularly throughout the 13th century, the Pope was very generally acknowledged by kings and princes as their superior and suzerain in temporal as well as in spiritual matters, and continued to be respected by almost every one until the great Reformation of the 16th century, when the nations of Northern Europe revolted, denied the spiritual authority of the Pope, and separated themselves from the ancient ecclesiastical empire.

F. J. BECK.

Q. 252.—Our ages are determined by the length of time our souls have been in this world, regardless of the constant changes of our bodies—*the houses we live in*.

EDW. SAUVAIN.

Still the question remains, if the body is renewed every seven years, why does it ever show signs of age?—ED.

Q. 253.—The movement of the tides from east to west is easily accounted for from the fact that it takes the moon $27\frac{1}{3}$ days to complete one revolution around the earth, going in the same direction as the earth in her rotation on its axis; but the earth turning so much faster, the moon falls behind continually, and thus is produced the apparent motion of the moon from east to west, which, of course, causes the tides to move in the same direction.

A. H. MAY.

The tide is caused, not by the moon's passing around the earth (which takes about a month) but by the rotating earth carrying the water under the moon and, therefore, the water travels backward over the earth, i. e. from east to west.

Dayton, O.

J. C. MYERS.

The real motion of the water of the ocean is towards the east; the rotary motion of the earth is also from west to east. So that instead of the tide moving towards the west, the solid parts of the earth are simply moving eastward *faster* than the water and leaving the water behind. The eastern coasts of continents overtake or "run into" the water, instead of the water moving toward the west.

Marshallville, O.

R. A. LEISY.

Answered also by J. W. Jones and Edw. Sauvain.

Q. 254.—A's farm being $\frac{9}{7}$ of B's in quantity, and $\frac{3}{4}$ of it in

quality, it is $\frac{9}{7}$ of $\frac{2}{3}$ = $\frac{2}{1}$ of it in value. A's share is $\frac{2}{9}$, and B's $\frac{1}{9}$ of \$57,190. A's, \$27,090. B's, \$30,100.

A. W. RICKSECKER.

A's farm is to B's in quantity as 6 to 7, and in quality as 21 to 20. Then the value of A's is to the value of B's as 126 to 140, or as 9 to 10; from which the answers sought may be readily found.

R. A. LEISY.

Similar solutions and same results by Edw. Sauvain, A. H. May, J. W. Jones, C. E. Berridge, and F. M. S.

Q. 255.—Let x equal the cost of the horse; then will x also equal the rate percent of gain; and we may form the equation, $x + \frac{x^2}{100} = 144$, from which we find $x = 80$. C. E. BERRIDGE.

From a solution similar to the above, R. A. Leisy deduces the following rule for the solution of all such problems: Multiply the selling price by 100, to the product add the square of 50, extract the square root of the sum, and from this root subtract 50; the remainder will be the cost price. J. W. Jones also gives a similar rule.

Q. 256.—112 shares at \$117 each, cost \$13,104; 9 percent prem. on 112 shares = \$1,008; \$13,104 \times .92 (8 percent less than cost) = \$12,055.68, selling price. \$12,055.68 + \$1,008 = \$13,063.68, total received for stock; \$13,104 — \$13,063.68 = \$40.32, loss.

A. H. MAY.

Solutions with same result by C. E. Berridge, J. C. Myers, A. M. Ricksecker, F. J. Beck and R. A. Leisy.

Q. 257.—Evidently the loss is the whole investment, or 100 percent.

R. A. I.

Marshallville, O.

Q. 258.—By the syntax of a word is meant its dependence upon other words in the same sentence. By the syntax of a noun we understand its relation to the other words in the sentence, whether it be the subject, predicate, object, etc., in the sentence, or whether it be in apposition, used as a possessive, or otherwise. The *form* of a word depends largely upon its syntax.

A. H. MAY.

Syntax is the art of arranging words in a sentence according to some established usage, so as to show their true grammatical relations; it includes concord and regimen, or the agreement and government of words. Words have certain connections and relations, as verbs and adjectives with nouns, which relations must be observed in the formation of sentences. A gross violation of syntax is a *solecism*.

F. J. BECK.

Q. 259.—The subordinate clause modifies rose.

J. C. MYERS.

And so say Edw. Sauvain, C. E. Berridge, A. H. May, F. J. Beck and F. M. Schatzmann.

Q. 260.—“Gender indeterminate” is preferable to “common gender” for nouns of this kind. EDW. SAUVAIN.

Yes. The term “common gender,” applied to such words as *parent, neighbor, friend*, etc., does not constitute a distinct class of words, which are neither masculine, nor feminine, nor neuter, but is used for *convenience*, merely to indicate that such words sometimes denote a male, and sometimes a female. Instead of “common,” those who prefer it, may call such words “masculine or feminine.” F. J. BECK.

QUERIES.

261. What is the name of the mark used to indicate the sound of a in care? F. M. B.

262. What is the origin of the common expression, “the three R’s?” A. B.

263. What are the extreme points reached by Arctic explorers? C. R.

264. What vein or artery carries the purest blood in the human body? R. E. D.

265. What are verbs of incomplete predication? Give examples. E. S. J.

266. To what extent may class criticism be profitably employed in school? E. S. J.

267. What measure of quiet and order should be maintained in a school-room during intermissions? NELLIE.

268. What authority has a teacher to require on the part of pupils cleanliness of person and attire? A. P. D.

269. Is it reasonable to expect good order in a school during the temporary absence of the teacher. UNO.

270. What must I ask for goods costing \$640, that I may reduce the price 20 percent, lose 20 percent by bad debts, and still gain 20 percent?

This problem was given at our summer school, and different answers were obtained. Several business men, including three bankers, insist that \$1120 is the correct answer. It is respectfully referred to the MONTHLY family. WM. BEALL.

Waverly, Iowa.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

"O, wad some power the giftie gie us
To see oursel's as ithers see us."

The *London Times* points out the following peculiarities of the "American System of Education":

1. A teacher's diploma granted in one State is not good in another.
2. A vast proportion of American school teachers are absolutely untrained.
3. The office of school teacher is a matter of annual election.
4. No matter if he has gained a good diploma from a training school, he has to submit to a fresh examination.

The teacher's difficulties and disappointments and the satisfaction and comfort he has in spite of them all, are well stated by Emily Miall, in the *London Journal of Education*:—

"The teacher's work is full of disappointments and difficulties; he is drawn hither and thither by conflicting forces. His own impatience and anxiety for immediate success; the demands of the examiner; the desire of reasonable and enlightened parents for permanent results, consistent with the healthy development of the physical and mental powers of their children; the ambition, vanity, and selfishness of others, who would sacrifice everything to public distinction or money gain, and who expect the teacher to keep their boys busy and quiet from the time they wake till they go to bed; the interruption or arrest of work when success is within reach; the transference of the recognition of wise and disinterested effort to those under whom results happen to appear strikingly; the exhausting strain upon mind and morale of the actual teaching—what compensation has the teacher for all this? Little or none, if he has no love of the work for its own sake; but, if he has the enthusiasm and delight which belong to the born teacher, if his work is a joy to him, he can look back upon so many hours of happiness, of blessed forgetfulness of care and self, which no one can take away; he can rest assured of the grateful and admiring recognition of those who, long enough under his influence and grown to maturity, understand and appreciate his self-sacrificing labor. He may take comfort in the faith that the wise and noble work of the true teacher—unlike the piling up of a fortune which the winds of fate may scatter, or the reforms of a legislator which a few years may show to have been diastrous blunders—handed on from generation to generation, abides as long as the race itself."

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"The danger to be guarded against in free text-books is the willingness of those who are perfectly able to pay to take advantage of a law intended only for the benefit of the very poor."—*Journal of Pedagogy*.

The *Journal of Pedagogy* seems to cling with great tenacity to some very antiquated notions concerning a system of common schools. It is little more than a year since we had occasion to call attention to the *Journal's* utterance to the effect that only those able and willing to pay a special tuition fee should receive instruction in any language but English in free public schools. We are sorry the *Journal* is still unable to exorcise the old caste spirit. We repeat that the American public school is common and free,—no special privileges or favors for any class, rich or poor. Free text-books, like free schools, are *not* "intended only for the benefit of the very poor," but for all the youth of the state, for whose education the state has undertaken to provide.

Be it always remembered that American free schools are not pauper schools. They are called common schools, not in any depreciating sense, not because they are inferior, or of low grade, or designed only for the poor, but because all have access to them on equal terms. The best free high school in the land is as much a common school as the lowest primary school in the poorest neighborhood.

OHIO INSTITUTE INSTRUCTORS.

In accordance with the announcement made last month, the following list of Ohio Institute Instructors is printed, for the information of institute officers and all others concerned. To the names sent in we have added others from memory, in order to make the list as complete as possible. None are intentionally omitted.

Andrews, M. R. Marietta. Subjects not reported.

Bagnall, A. C. New London. Narcotics and Stimulants, U. S. History and Civics, and Arithmetic.

Barnes, Miss Mary E. Napoleon. Primary Instruction.

Bennett, C. W. Piqua. Theory and Practice, U. S. History, Literature, Geography, Grammar.

Bonebrake, L. D. Mt. Vernon. U. S. History, Geography, and School Management.

Bowlus, J. W. Savannah. History, Grammar, Geography, Physiology.

Burns, J. J. Canton. Grammar, Literature, History, Mathematical Geography, etc.

Butler, C. W. Defiance. Subjects not reported.

Clark, W. A. Lebanon. Subjects not stated.

Comings, W. R. Ironton. Geography, English, Civil Government, Literature, Primary Work.

Corn, E. E. Coal Grove. Common Branches, Civil Government, Psychology and Literature.

Cox, E. B. Xenia. Subjects not stated.

Cox, E. S. Chillicothe. Subjects not stated.

Cromer, F. G. Greenville. Subjects not reported.

- Cross, D. N. Loveland. Arithmetic, U. S. History, Word History.
 Darst, Warren. Ada. Subjects not announced.
 Dial, S. T. Lockland. Subjects not stated.
 Dyer, F. R. Salem. Grammar, Pedagogy, Arithmetic, Physiology, History.
 Dyer, F. B. Madisonville. Subjects not stated.
 Ellis, Alston. Hamilton. Literature. History, Arithmetic, Theory and Practice, Geography, Orthography, Reading, Grammar and Composition.
 Eversole, W. S. Wooster. English Grammar and Literature, Pedagogy, Physiology.
 Findley, Samuel. Akron. U. S. History and Government, Primary Reading, Attitude and Outfit of the Teacher, Arithmetic, Grammar, School Government, Objective and Illustrative Teaching, The Recitation, etc.
 Finkel, B. F. North Lewisburg. Arithmetic, Algebra, Geometry.
 Gall, Fenton. Hillsboro. English Grammar and Arithmetic.
 Glover, N. L. Akron. Vocal Music.
 Gordy, J. P. Athens, O. Subjects not reported.
 Grady, W. H. Wheelersburg. Penmanship.
 Harlan, B. B. Middletown. Grammar, Arithmetic, Physiology, Geography, Elementary Science.
 Hartzler, J. C. Newark. Subjects not reported.
 Harvey, T. W. Painesville. Subjects not reported.
 Hauptert, Chas. New Philadelphia. Common Branches, Government, Pedagogy, Psychology.
 Holbrook, R. H. Lebanon. Subjects not reported.
 Irish, F. V. Hicksville. Orthography, Grammar, Literature, etc.
 Johnson, A. B. Avondale. Subjects not reported.
 Jones, Mrs. Jennie H. Cincinnati. Subjects not reported.
 Jones, E. A. Massillon. Subjects not reported.
 Jones, J. W. Manchester. Arithmetic, History, School Management, Physiology.
 Kirkwood, S. J. Wooster. Subjects not announced.
 Koehler, Chas. F. Berea. Subjects not stated.
 Kumler, Mrs. Marie Jacque. Dayton. Primary Instruction,—Model Lessons with class.
 Leslie, Miss Martha J. Steubenville. Language, Physiology, School Management.
 Lightner, S. H. Youngstown. Vocal Music.
 Loomis, E. S. Berea. Arithmetic, Pedagogy, Physiology, Geography.
 Lowden, T. S. Fredericksburg. Psychology, Arithmetic, Theory and Practice, Literature, Grammar.
 Lumley, W. E. Hickman, Ky. Arithmetic, Physiology, Geography Government.
 McBurney, John. Cambridge. Subjects not announced.
 McDowell, J. A. Millersburg. Arithmetic, Grammar, U. S. History, Reading, Orthography and Pedagogics.
 Moore, Miss Nellie, Defiance. Primary Instruction, History, etc.

Mertz, H. N. Steubenville. Geography, Reading, Language, Theory and Practice, Literature.

Morris, John E. Greenville, Pa. Subjects not stated.

Moulton, E. F. Cleveland. Subjects not reported.

Nelson, E. T. Delaware. Physiology, and Physical Geography.

Osgood, Miss Anna. Columbus. Subjects not stated.

Parker, H. M. Elyria. Subjects not reported.

Parsons, Richard. Delaware. History, Literature, Arithmetic, Geography, Theory and Practice.

Peck, H. L. Cleveland. Subjects not reported.

Powell, Arthur. Marion. English Grammar, Geography, Literature, Pedagogy, Physiology.

Rea, Joseph. Barnesville. Arithmetic, Geography, Grammar, U. S. History, Physiology, Civics, Methods of Teaching.

Richardson, William. Cleveland. Language, English Grammar, etc.

Roller, F. J. Niles. Arithmetic, Physiology, Geography.

Ross, W. W. Fremont. Subjects not reported.

Rossiter, Geo. St. Clairsville. Arithmetic, Physiology, Geography.

Scott, John R. Columbus, Care O. S. U. Reading and Elocution.

Shawan, J. A. Columbus. Subjects not reported.

Shipman, W. D. Akron. English, Theory and Practice, History.

Shumaker, F. P. Chagrin Falls. Physiology, Geography, History and Reading.

Sinclair, Miss Mary. Leetonia. Primary Instruction, Literature, Lessons on Foods.

Steele, F. G. Xenia. Penmanship and Drawing.

Stevens, A. B. Stryker. History, Geography, Arithmetic, Language, Psychology.

Sutherland, Miss M. W. Columbus. Reading, Language Work, English Grammar, American Literature, Theory and Practice.

Taylor, Miss Elizabeth. Millersville, Pa. Primary Instruction.

Thomas, Sebastian. Ashland. School Management, Psychology, Geography, Reading, Language Work, Physiology, U. S. History.

Tope, M. Bowerstown. Mental Science, Physiology, Methods of Teaching.

Treat, J. P. Geneva. School Law, Methods, English Grammar.

Treudley, F. Youngstown. Subjects not reported.

Van Cleve, C. L. Troy. Reading, Pedagogy, U. S. History, Geography, etc.

Van Fossan, W. H. New Lisbon. English Language and Literature, Geography, Theory and Practice.

Venable, W. H. Cincinnati, Station C. Subjects not stated.

Ward, E. New Bremen. Arithmetic, Physiology, Geography, U. S. History, Literature.

Weaver, W. W. Napoleon. Physiology, Geography, History, Reading, Grammar, Practical Illustration of Common School Studies.

Weaver, W. H. Newark. Vocal Music.

Williams, W. G. Delaware. Grammar, Theory and Practice, History.

Williams, Mrs. Delia L. Delaware. Primary Instruction.

Workman, Chas. H. Ada. Literature, History, and Civics.

Zeller, J. W. Findlay. Reading, Physiology, School Management, Primary Methods, U. S. History and Government.

Andrew, M. F. Newport, Ky. Arithmetic, Composition, Geography, U. S. History, Physiology.

Booth, E. R. Cincinnati. Pedagogics, Psychology, Physiology, and English, including Grammar, Composition, Literature, Orthoepey, Spelling, and Lexicology.

A SCHOOL EXAMINER IN COURT.

An interesting case has recently been tried before Probate Judge Barber, of Guernsey county, under the statute which provides that "if any school examiner becomes connected with or interested in any normal school, or school for the special education or training of persons for teachers, or any other private school, his office shall become vacant thereby." The case came by formal complaint of W. T. Young, of Cambridge, to the effect that John A. Bliss, a county examiner, had conducted a summer school in violation of the statute.

Able counsel was retained on each side, evidence was heard, and the case was argued by counsel. The complainant proved that Bliss, while holding the office of county examiner, taught a summer school which he called a "select school," attended by more than a hundred pupils, mostly teachers in the same county; that these pupils paid Bliss \$3.00 each per term of six weeks for their instruction; that divers of these pupils had talked with Bliss about their work and employment as teachers; that students from this school attended the county examination in large numbers—as many as twenty-two at one time; and that all the branches were taught in the select school upon which applicants for teachers' certificates are examined, *except theory and practice*.

The evidence for the defense went to show that for several years Bliss had been employed by a board of education to teach the high school under its control. This engagement lasted for about seven months of each year. In the spring of 1889 the board employed Bliss to teach a special term of the high school, for six weeks, beginning in July, and to receive as his compensation \$2.50 from each pupil attending. The board voted the special term of the high school a success and decided to repeat the experiment the following summer, raising the tuition to \$3.00, and calling the school a "select term." This too was successful, and in May, 1891, the board employed Bliss to teach another summer term, under the name of the township select school. The tuition was fixed at \$3.00 for residents of the township and \$3.50 for non-residents, 50 cents for each non-resident to be paid into the treasury, Bliss to have as his compensation the tuition collected from non-resident pupils at the winter term in addition to the net proceeds of the summer "select" term. All this money was collected by Bliss and appropriated to his own use, after paying the expenses of the school.

Bliss was clerk of the board of education, and he testified that he

made no report of the "township select school" to the county auditor, believing that the auditor had nothing to do with it.

Counsel for the complainant claimed that the statute involved describes three species of schools; 1. Normal schools. 2. Schools for the special education or training of persons for teachers. 3. Other private schools. It was further maintained that the select school taught by Bliss falls under both the second and third categories. All the acts of the board of education concerning the "select term" were illegal and void, and in no way altered its character as a private school and a school for the special preparation of teachers.

For the defense it was claimed that the statute describes only two classes of schools, viz., normal schools, and other private schools, and that the other words in the clause are simply used to define what the legislature meant by a normal school. It was further argued that the summer term taught by Bliss was not a normal school because theory and practice was not taught, and it was not a private school because it was under the control of the board of education. The illegal acts of the board in misappropriating or misdirecting public funds, or in collecting tuition from pupils, do not change the character of the school.

The court held with the defense that the statute in question describes but two classes of schools, and that the "select term" taught by Bliss is not a normal school, inasmuch as he did not teach his pupils how to teach, and not a private school, inasmuch as he acted under the direction of a board of education. The complaint was held to be groundless, and Bliss was exonerated.

In delivering this opinion the court took occasion to say that a school examiner should be not only competent, but moral, honest, upright and law-observing. He should avoid the very appearance of evil. The case admits of some doubt. "The public may have a right to complain of this school. I am fully convinced that Mr. Bliss has not violated any law. Yet it may be for the better welfare of the people and our schools that school examiners be not engaged in a school which the people generally regard as being within this statute."

The foregoing brief statement is condensed from a much fuller account of the case as it comes to us. The following comments are made by one familiar with the law and the facts in the case:

"The school being held when normal schools are usually held, at the time when teachers can most conveniently attend; large numbers of teachers actually being in attendance, and from all parts of the county; tuition being required of all pupils; and the county examinations being attended by large numbers of these pupils, who there took the test, in part from the conductor of this school; all of these facts being undisputed upon the testimony, undoubtedly present a case which the law was designed to meet; and which called upon a court for every legitimate effort to apply the law to it. Every danger which the law was designed to avoid was here

"The construction given to the statute by the court enabled it to avoid the most difficult point in the argument; because whether or not the school was a normal school, it was undoubtedly a school for the special

education or training of persons for teachers. That construction is unsound for these reasons: 1. It goes squarely against the rule that every word in an act must be given full effect if possible; this construction, by holding those words to be merely definitive, gives to the entire phrase only the same force that the two words "normal school" have. 2. When the act was first passed, May 1, 1873, (70 O. L. p., 220), it provided that "No person shall be appointed school examiner who, as principal or teacher is connected with or interested in any normal school, or school for the education or training of persons for teachers; and if any school examiner after his appointment as such examiner become so connected with any such normal school or school for the education or training of persons for teachers, his place shall thereby be held and become vacant." If normal schools only were meant, why was the entire phrase repeated a second time? If the additional words were simply to define "normal school" the legislature certainly would not have felt called upon to define the expression a second time within that short space. And as far as the comma cutting any figure is concerned, it will be observed that the comma is present in the original law; it is absent in the amendment of 1888, (85 O. L., p. 330); it is present in the section as it appears in the revision of 1890 and also as it appears in that of 1890; all of which goes to show that the comma is a matter of editing and not of legislating. As the section was last amended it says: "Such persons * * shall not be connected with * * "any normal school * * or be employed as an *instructor* in any institute in *his* own county." To place any reliance upon the position of a comma when it depends on the action of a legislature which uses such grammar as that is drawing a very fine sight.

"The connection of the board of education with the school raises a question of power instead of a question of understanding or mistake. The court treated it purely as a question of mistake. The board had no power to conduct a school chiefly for the benefit of non-residents; it had no power to require resident pupils to pay tuition; it had no power to run a school solely upon tuition; it had no power to use funds received from tuition with which to pay the teacher; it had no power to leave to any person authority to employ teachers or assistant teachers; and its doing of each of these was void. To call such general acting in excess of authority a mistake is to give the action the wrong name. It is unfortunate that the court did not express any views as to the question of power to do these things; only part of them were referred to.

"The court gave to the phrases, "public school" and private school' the popular definition instead of the legal definition. The character of a public or common school is given it by the statute; the statute says that common schools shall be supported by certain moneys, shall be controlled in a certain way, shall be open without charge to certain school youth; and, while it is true, that a trivial difference in any of these respects will not change the character of the school, it must be equally true that any difference in essentials will change its character. In other words, the common or public school which the statute describes is the school meant by those names when used in the statute; and every

other sort of school, must be a private school, in the contemplation of the law. It is unfortunate that the court did not describe the process by which it reached the conclusion that "all the requisites of a public school were there."

The most obvious omission in the opinion is the lack of comment upon the letter from Bliss to Miss McMunn, which was in evidence. That a letter to a young lady, a prospective student, written upon a letter-head on which the card of the school examiner was printed, and in which she was repeatedly invited to attend "my select school," should be passed over with a mere reading, indicates that its significance was, to say the least, unappreciated. In addition to the invitations, the letter urges that "the tuition will only cost you \$3.00 for a full term," and that "we give full instruction in all the branches." These reasons, coupled with the school examiner's card on the letter-head, ought to have persuaded any one of the advisability of attending a school conducted by a school examiner, at \$3.00 for six weeks.

Whatever may be one's opinion as to this being a normal school, it is self-evident that it was a school for the special education or training of persons for teachers. The construction which the court gave to the statute avoided this consideration. It was certainly easier to hold that the school was not a normal, and not a private school, than to hold that it was not a school for special education or training of teachers.

The admonition given by the court in the concluding paragraph of the opinion points plainly to the fact that the court felt less than satisfied with its conclusion. We are informed, however, that the court has since re-appointed Mr. Bliss examiner, his term having expired. In its opinion the court says that a school examiner "should avoid the very appearance of evil." We wonder whether Mr. Bliss was re-appointed without pledging himself to stop running such schools? If not he is not avoiding the appearance of evil." M.

The case certainly presents some points of peculiar interest. One is reminded that it is not a very easy thing to make law that cannot be evaded. Whatever may be the facts in this case, one can scarcely read the account without the suspicion of a deliberate purpose to do the things the law is designed to prohibit, without incurring its penalty. We are in entire accord with the opinion of the court that examiners should be moral, honest, upright, law-observing. They should avoid the very appearance of evil.

There is a seeming hardship in some of these legal restrictions. It seems a hardship to deprive examiners of the opportunity which the summer school affords of adding something to what in most cases is a meager salary, and especially when, as often happens, the examiner, through his larger experience and better acquaintance with the needs of the teachers of his county, is able to render a better service than any one else could render. Yet the temptation and tendency to bias under which the examiner may thus be placed, and the abuses which have been known to grow out of such a relation, have seemed to our law-makers to make the restriction necessary, and it becomes the duty of every examiner to comply with the law, not only in its letter but in its spirit.

We learn from private sources that the case is likely to be carried to a higher court.

O. T. R. C.

Now that the first month of the new school year has come and gone, and the extra duties incident to the opening have been performed, or laid on the table, it is a fit time for us members of the teaching guild to fix upon what we shall do for our own professional and personal benefit between this date and June, 1892.

One way in which we can get good and do it is to join with our near-by fellows and form a reading circle.

Now that I have not longer official connection with the Board of Control, can I not without impertinence call upon the universal Ohio teacher to second the efforts of that body?

What a blessing to the schools of Ohio would come from a movement all along the line—clubs organized to read and discuss the Course for '91-'92, in every big city, little city, town, village, hamlet, and township district!

In several counties the past summer, I saw more vivid signs of interest in this work than I had before witnessed. I have found that a good working plan for going over the course of reading laid out, is, at each meeting, to have questions somewhat school fashion on the pedagogy, some one previously selected to lead the conversation on current history, then all become a reading class in the Shakespeare, three exercises forming the evening program. The second half of the year, history taking the time of the pedagogy, the fiction, as last year, Marble Faun, to be read, each reader for himself, against a certain date some months in the future, when an entire evening is given to talking of characters, plot, scene, style of the writer, quotations from and allusions to other writings, to show upon what meat our Cæsar fed.

RESULTS:—Pleasantly and profitably spent evenings, which afford a stimulus to reading, which bring the teachers into social and intellectual intercourse and sympathy, some score of lively hints and items for the history and geography classes under our instruction, a little better appreciation of classic English, and some fraction of a cubit added to our professional stature.

J. J. B.

We offer a year's subscription to the MONTHLY for the best daily program for a country school, received before October 12.

THAT DICTIONARY.

Darke county gets the dictionary offered to the institute sending the largest club for this year. P. E. Cromer sent a club of 114 from Darke. The counties of Summit, Tuscarawas, Montgomery and Adams followed in the order named. All these and many others did nobly, and they have our most hearty thanks.

In this connection, we wish to make due acknowledgment of the good words spoken by institute instructors and other friends of the MONTHLY. All such favors are duly appreciated. We are now looking

with confident expectation to superintendents and principals. We trust they will all keep the MONTHLY in mind.

All new subscribers for 1892, received before January first, will receive the remaining two numbers of this year free.

EDUCATIONAL INTELLIGENCE.

—The Muskingum county institute was held at Zanesville the week beginning Aug. 24. The attendance was about 200. The instructors were E. T. Nelson, F. V. Irish, Samuel Findley and W. H. Weaver. The evening lectures were well attended, the illustrated lecture of Rev. J. White McCammon on "Poets of America" being unusually entertaining. Officers for the ensuing year were elected as follows. *Pres.*, J. L. Jones; *Vice Pres.*, C. M. Starner; *Sec.*, H. E. Axline; *Ex. Com.*, S. A. Taylor, Miss Minnie Winn.

—The Summit county institute was held at Akron the week beginning Aug. 17. Dr. E. T. Nelson and Dr. J. J. Burns were the instructors, being the third year in succession for the former and the second for the latter. The general verdict of those in attendance was "a very profitable institute." Officers elected: *Pres.*, A. A. Rothrock; *Sec.*, Nellie Fayerweather; *Treas.*, J. J. Rogers; *Ex. Com.*, Samuel Findley, Fred'k Schnee.

—Champaign county will hold a two-weeks' institute next year. Officers: J. M. Mulford, *Pres.*; E. B. Kiser, *Sec.*; W. McK. Vance, *Ch'm. Ex. Com.*

—The Morgan county institute was held at McConnelsville, Aug. 17-21. F. V. Irish, John McBurney, and Byron W. King were the instructors. It was a successful session. Officers: *Pres.*, F. R. Porter; *Sec.*, May Baker; *Ex. Com.*, W. M. Wikoff, J. V. Dye, F. M. Gill, Ella Whipple Anna Cochran.

—The teachers of Wayne county are awake on the subject of school legislation. They have organized and propose to agitate with a view to forming public sentiment in favor of needed reforms.

—About 150 teachers attended the Columbiana county institute at Salem, Aug. 24-28. J. J. Burns, Byron W. King, O. C. Wright, and Miss Creel were the instructors. Officers: *Pres.*, M. E. Hard; *Vice Pres.*, J. M. Reeder; *Sec.*, Emma Floding.

—The Department of Superintendence of the National Educational Association will hold its next meeting in Brooklyn, N. Y., Feb. 16, 17, 18, 1892. President Sabin, of Iowa, and Secretary Day, of Cleveland, make their announcement thus early to avoid collision with other educational meetings.

—The Ohio University opened on the first of September with an attendance nearly fifty percent in advance of the corresponding term of last year, a good proportion of the new students being in the college classes.

—The Auglaize county teachers' institute convened at Wapakoneta, Ohio, Aug. 10, and continued two weeks. The instructors were M. G. Brumbaugh, of Huntington, Pa., C. W. Bennett, of Piqua, Ohio, and E. Ward and K. Vander Maaten, of Bremen. Commissioner C. C. Miller visited the institute and gave a very interesting talk. Though the enrollment was not as large as last year, the teachers were very enthusiastic and much good work was done. The officers elected for the year are as follows: *Pres.*, W. L. McKee; *Vice Pres.*, Misses Kate Kohler and Kate Flannery and Mr. E. Grothans; *Sec.*, Mrs. C. Reid; *Treas.*, C. W. Williamson; *Ex. Com.*, H. P. Horton, J. W. Swartz, and W. G. Montgomery.

CARRIE REID, *Sec.*

—The Tuscarawas county institute was held at New Philadelphia, Aug. 17-28. The instructors were C. L. Cronebach, S. K. Mardis, J. P. Gordy, and Miss Margaret W. Sutherland. The enrollment was 287 teachers, 20 directors, and 70 visitors. The institute was a complete success in every particular. The officers for 1892 are, *Pres.*, A. C. Baker; *Vice Pres.*, Anna M. Eaton; *Sec.*, Elmer E. Link; *Ex. Com.*, W. H. Nicklas, Josie M. Link, and A. A. Schear.

W. H. N.

—The Henry county institute convened Aug. 24, with Miss Mary Sinclair, of Leetonia, and W. W. Weaver, of Napoleon, for instructors. The week began with the usual number, which increased from day to day until the largest attendance for a number of years was reached. The meetings were a success. The teachers were never so free in discussion and never had so many good things present for discussion. The meetings were full of life and every one felt that Friday evening had come too soon. The teachers of the county are wide awake and mean to be among the best in the State. The instructors found attentive listeners, and the work was highly praised. The meeting for next year promises well under the management of the following officers: F. J. Beck, *Pres.*, A. F. Thompson, *Sec.*, Reinhard Weissbach and T. W. Conway, *Ex. Com.*

NEMO.

—The annual institute of the Clark County Teachers' Association, which began Aug. 17 and continued five days, was one of the most satisfactory, and enthusiastic ever held in that county. The instructors were Samuel Findley, C. L. VanCleve, Troy, and Mrs. Marie Jacque Kumbler, Dayton. Their work was of a high order and was highly appreciated. There was an enrollment of 162, and an attendance of about 200. It was noticeable, too, that the attendance was regular, and close attention was given to the lectures up to the very close. There was no loafing in the corridors,—a thing which has been common. The resolutions adopted favor township and county supervision, graded courses of study, uniform text-books, and the pupils' reading course. The officers elected are: *Pres.*, S. Ogan, Springfield; *Vice Pres.*, Hettie Harley, Tremont; *Sec.*, E. M. VanCleve, South Charleston; *Treas.*, Josephine Weigel, Springfield; *Ex. Com.*, President and Secretary, *ex-officio*, W. R. Kersey, Selma, C. W. Oldt, Enon, and C. A. Kizer, Springfield. W. W. Donham, Forgey, was chosen corresponding member of the Reading Circle.

E. M. V.-C.

—The Medina county teachers held their annual institute at Medina from Aug. 3 to 14. The instructors were Dr. A. E. Winship, of Boston, Mass., Arthur Powell, of Marion, W. R. Grannis, of LeRoy, F. M. Plank, of Wadsworth, and Miss Sarah T. Smith, of Medina. The attendance was very large, numbering 350 teachers and several hundred visitors. For convenience, the institute was divided into sections, each one of which was largely attended, much interest being manifested, especially in the primary section. Dr. Winship and Supt. Powell delivered lectures before the entire institute. Mr. Powell's vigorous, thoughtful and timely talks cannot fail to be helpful to any body of teachers. Dr. Winship as an instructor and lecturer before institutes ranks very high. His comprehensive knowledge of education in all its details, his extensive knowledge of men and methods, his fluent speech, his striking originality, and his companionable disposition make him a power before a body of teachers. His five days' work before the Medina institute will long be remembered. Friday of the last week was director's day, thirty-five of that class being present. Every one on the program ably responded. It was a real surprise to some teachers to know that directors have such a grasp of educational subjects as some of the discussions brought out. The officers for the ensuing year are, *Pres.*, Frank Hortman; *Vice Pres'ts*, H. W. Bennett, Effie Russel; *Sec.*, Marie T. Smith; *Ass't Sec.*, Gertrude Phelps; *Ex. Com.*, J. A. Lowrie, Flora E. Loomis, F. L. Lytle. H.

—The session of the Brown county institute held this year was the largest ever held in the county. One hundred and ninety teachers were enrolled. W. S. Eversole, of Wooster, Henry Houck, of Harrisburg, Pa., and E. W. Wilkinson, of Linwood, furnished the instruction. Col. L. F. Copeland, on the evening of the 27, entertained a large audience with "Seeing the Elephant." These are all first class instructors, and so impressed our teachers. The next session will be held at Sardinia. The teachers were so well pleased with Sardinia's good people that everybody was glad to be invited back. Officers elected: *Pres.*, J. Q. Waters, Sardinia; *Vice Pres.*, F. M. Hughs, Mt. Ore; *Sec.*, Julia T. Single, Georgetown; *Treas.*, M. J. Clark, New Hope. A. F. W.

—The Vinton county institute convened at McArthur, Aug. 17, and continued two weeks. D. E. Fri presided. E. E. Corn, of Coal Grove, and J. F. Horton, of McArthur, were present during the entire session. The former presented Arithmetic, U. S. History, and Psychology; the latter, Grammar, Geography, and Physiology. J. W. Darby, attorney, gave an interesting and instructive lecture each week on Practical School Law. It was pronounced one of the best institutes ever held in Vinton county. Mr. M. S. Cox, of Sheldon, is president for the coming year.

TEACHER.

—The Union county summer normal at Marysville, has been running for 10 years, and year by year becomes stronger and stronger. This year there were 71 names on the roll; last year but 50. It lasts but six weeks, but in that time much good is accomplished. The instructors this year were G. W. Walker, of New Dover, and C. T. Jenney, of Greenwich.

This was Mr. Jenney's first experience of this kind and was very successful. He took the place of J. W. Cross, who was appointed examiner of Delaware county, and thereby had to retire from the work. Mr. Walker has been connected with the school for six years. It is a growing institution, and very likely a third instructor will have to be secured next year. R.

—The Union county institute at Marysville, began Aug. 31, and closed Sept. 4. G. W. Walker presided. Instructors: E. T. Nelson, J. W. Cross, T. C. Ferguson, C. C. Miller. Monday night, Miss Anna Rogall, the famous singer, sang and played for us. Also Miss Hattie Ziegler, of Columbus, one of the best elocutionists in the State, rendered several selections.

On Wednesday night, a pronunciation contest took place, in which R. L. Clegg, of Peoria, carried off the first prize, \$3.00; and Miss Nora Mulcahy, of Bokes Creek, the second prize, \$2.00. The same evening the election of officers took place, resulting as follows: *Pres.*, J. B. Arnold, of Broadway; *Vice Pres.*, Miss Ida Herd, of Peoria; *Sec.*, Miss Lena Curry, of Richwood; *Ex. Com.*, Wessie Baker, of Marysville, and Thomas Mulcahy, of Bokes Creek. H. V. Spicer published a daily paper during the institute, and G. W. Walker did the reporting. Mr. Walker received a vote of thanks from the institute for his services the past year. The institute was regarded a grand success from beginning to end. The room was crowded every day. Over 200 in constant attendance, and 116 signed the roll and paid the assessment. R.

—The Wayne county institute opened Aug. 24th. Regular instruction was given by Drs. S. J. Kirkwood and W. S. Eversole, and Jas. L. Orr, of Mansfield. State School Commissioner Miller lectured afternoon and evening of Monday. The session is generally conceded to be one of the best ever held in this county. Over one hundred teachers joined the O. T. R. C. A permanent county organization was effected to meet two or three times yearly. Total enrollment 321, average attendance 196.

O.

—The Pickaway county institute closed a two weeks' session, August 28. The first week, J. A. Shawan, of Columbus, had charge of the work, assisted by John Miller, of Mt. Sterling, and A. L. Ellis, of Kingston. Quite a number of our own teachers read papers and delivered "talks." E. A. Snyder and Robert Gibson kept up the spirit of our institute by giving humorous recitations. These gentlemen deserve the compliments of all who heard them. Supt. Shawan was well liked by the institute. The second week, C. W. Bennett, of Piqua, and W. H. Van Fossan, of New Lisbon, were with us. Dr. Bennett's work was principally confined to theory and literature. The Doctor gave some excellent talks on literature which were highly appreciated by all. Prof. Van Fossan lectured on arithmetic, mathematical geography and history. The following officers, constituting the executive committee, were elected for the year 1892: J. A. Marburger, *Pres.*, Commerical Point; Will Anderson, *Sec.*, New Holland; W. A. Snyder, *Treas.*, Five Points. Good words for the OHIO EDUCATIONAL MONTHLY were spoken by all our leading teachers

and instructors. Many thanks are due Prof. J. W. Reynolds, of the Clarksburg schools, and editor of the *Telegraph* of that place, for his mention of our work and the MONTHLY.

WILL ANDERSON.

—The 21st annual institute of Putnam county was held at Ottawa, Aug. 17-21, 1891. Miss Nellie Moore, of Defiance College, Prof. E. A. Fritter, of Findlay College, and C. B. Galbreath, of East Palestine, Ohio, were the instructors and evening lectures. School Commissioner C. C. Miller addressed the institute in the afternoon and evening of the first day. C. G. Olney, of Ottawa, and Miss Janette E. Carpenter, one of Ohio's best elocutionists, of Mansfield, very pleasantly entertained the institute with character sketches, dialect speeches, musical recitations, etc. The enrollment was 206. The officers of the next session are, *Pres.*, G. R. Miller, Dupont; *Sec.*, Miss Lizzie McGreevy, Ottawa; *Chorister*, Miss Mary F. Stout, Ottawa; *Ex. Com.*, H. F. Rauh, Glandorf, D. S. Myers, Continental, A. L. Belch, Columbus Grove.

HARRY.

—The Carroll county institute held this year, was one of the most successful and enthusiastic sessions ever held in the county. Two years ago it was thought by the leading teachers of the county that a four weeks' session would be profitable, and to this end the committee was instructed by the association to make the necessary arrangements to carry out the project. The effort was successful and the committee chosen at the close of last year's session was instructed to arrange for a four weeks' session; also a one-day session in December and in May. The December meeting was held at Carrollton and was quite well attended, as was also the May session held at Malvern. The annual meeting was held at Carrollton, Aug. 3-29, with an excellent attendance. For the first three weeks, home talent was employed. The last three weeks Prof. J. F. King, of Walcottville, Ind., gave instruction in music. His work was practical and enthusiastic, and, we believe, will be felt in every school-room in the county. The music course not only paid its own way, but put a snug little sum into the institute fund. The last week, Supt. F. Treudley, of Youngstown, gave instruction. It was his second year with us, and his magnetic influence has left a lasting impression for good that will never be forgotten by the teachers.

Directors' Day was well attended and full of interest.

The officers elected for next year are, J. E. Finefrock, *Pres.*; C. H. Carlisle, *Sec.*; W. H. Ray and B. A. Wingate, *Ex. Com.*

SILENT MEMBER.

—The 37th annual session of the Cuyahoga county teachers' association was held at Brecksville, August 10-15. The instructors were Hon. J. J. Burns, Prof. H. C. Muckley and Supts. F. P. Shumaker and E. D. Lyon. Enrollment was 160 teachers. Resolutions were adopted favoring free text-books and condemning the sub-district system. The following officers were elected for the ensuing year: *Pres.*, C. D. Hubbell, Bedford; *Sec.*, E. D. Lyon, Berea; *Ex. Com.*, F. P. Shumaker, Chagrin Falls, C. A. Hitchcock, Collinwood, C. M. Knight, Brecksville.

—Ashland county teachers' institute convened in the Opera House at Hayesville, Monday, August 17, and continued during the week. Prof. W. A. Clark of Lebanon, Supt. Thomas of Ashland and Supt. Maurer of Loudonville were the instructors. Frank Beard, the chalk-talker, gave a popular lecture on Thursday evening. State School Commissioner C. C. Miller and Prof. O. T. Corson were also in attendance part of the week. Misses Jessie C. Maurer, Clara Motz, Elsie McDowell and Messrs. O. W. Crone and F. T. Rudy were essayists. There were 161 teachers present during the week. In all it was the most successful institute held in our county for years. C. E. CASTOR, Pres.

BEATRICE FOX, Secretary.

—Fulton county held its annual institute at Fayette, beginning Aug. 17 and continuing one week. Dr. Eli F. Brown, of Riverside, Cal.; Miss Mary E. Barnes, of Napoleon, and Supt. A. B. Stevens, of Stryker, were the instructors. The interest was excellent from the very beginning. Miss Barnes had charge of "Primary Work" and her talks were listened to with pleasure and profit. Supt. Stevens did good work and Dr. Brown was all that teachers could wish. Officers for the ensuing year, are Supt. A. L. Biglow, *Pres.*; Miss Isabella Bonar, *Sec.*; E. Wyse, Will D. Murphy, G. B. Heise, *Ex. Com.*

—The Hardin county institute was held at Kenton the two weeks beginning August 3. The instructors for first week were, Supt. J. W. Zeller, of Findlay, and Supt. E. P. Dean, of Kenton; for the second week Supt. E. A. Jones, of Massillon and Supt. E. P. Dean. The institute was one of the most interesting we have ever had. The instructors were of the best. They kept the teachers so interested that they could not afford to stay away. The enrollment reached 216. A new feature was a "pronouncing bee" under the management of Supt. Zeller. It created quite an interest. The Republican candidate for State School Commissioner, Supt. Corson, and C. C. Miller, present Commissioner and Democratic candidate for re-election, each delivered a lecture. Both made many friends. G. A. S.

—The State Board of Examiners will be in session at Columbus, Dec. 29, 30 and 31. Applicants must file testimonials at least thirty days before date of examination, with Alston Ellis, Hamilton, Ohio.

—The first bi-monthly meeting of the Summit County Teachers' Association will be held at Akron, Saturday, Oct. 10, with the following strong program:

HINTS ON DISCIPLINE,	- - - - -	Prin. Lee R. Knight, Akron
WHAT LACK I YET?	- - - - -	Supt. C. F. Seese, Hudson
ILLUSTRATION,	- - - - -	Dr. J. J. Burns, Canton
ADDRESS,	-	Hon. C. C. Miller, State School Commissioner, Columbus
ADDRESS,	-	Ex-Supt O. T. Corson, Republican Candidate for State School Commissioner, Cambridge, O.

—The Fall meeting of the N. E. O. T. A. will be held at Elyria, on the fourth Saturday of October, with the following program:

10:00 A. M.—The Modern Hygeia in the School-Room.....
.....Supt. R. H. Kimmison, Wellington

- 11:00 A. M.—The Higher Education of Women.....
Prof. W. D. Shipman, Buchtel College, Akron
 1:30 P. M.—The Teacher's Apparel.....
Miss Lettie Bennet, principal, High School, Oberlin, O.
 2:30 P. M.—Memorial Address on the Life and Character of Prof. E. H.
 Stanley.....Supervisor E. F. Moulton, Cleveland, O.

The usual reduction in railroad rates has been applied for.

F. TREUDLEY,
Chairman Ex. Com.

PERSONAL.

- J. M. Hall continues in charge of the Ottawa schools.
- E. E. Rayman has charge of the schools at Johnstown.
- J. H. Barnett has charge of the schools at West Leipsic.
- R. B. Bennett has entered upon his third year's work at Basil.
- D. C. Arnold has been appointed examiner for Fairfield county.
- Alston Ellis has been re-appointed on the State Board of Examiners.
- Dr. J. H. Noyes has been re-appointed school examiner in Morgan county.
- F. P. Schisler, county examiner in Fairfield county, remains at Baltimore, O.
- G. M. Morris, a subscriber of the MONTHLY, is serving his people well at Bremen.
- B. F. Hoover, of Lodi, succeeds J. F. Dix on the Medina county board of examiners.
- Isaac Mitchell, late of the Ripley, Ohio, schools, has charge of the schools at Minerva, Ky.
- F. S. Alley has made a good start at Ripley. The schools are full and running smoothly.
- I. N. Keyser, of Lancaster, has been called to the principalship of the Ironton High School.
- C. F. Seese, of Hudson, has been re-appointed on the Summit county board of examiners.
- S. K. Mardis, late of Gnadenhutten, is pursuing a course of study at Ohio University, Athens.
- John P. Adkins, of Atlanta, has been appointed on the Pickaway county board of examiners.
- M. L. Smith continues in charge of the schools of Ashville, Ohio, this being his eighth year there.
- Miss Florence Blackford, late of the Findlay High School, is now superintendent of schools at Deshler.
- The resignation of President J. E. Stubbs, of Baldwin University, has been announced in the daily press.

—M. C. Smith, late superintendent of schools at Johnstown, O., is now principal of the Lancaster High School.

—J. H. Brown, brother of ex-Commission Leroy D. Brown, has joined the faculty of O. C. N. C., at Pleasantville, O.

—F. J. Roller, superintendent of schools at Niles, has been re-appointed school examiner for Trumbull county.

—O. C. Larason, superintendent of the Kirkersville schools, has been appointed one of the school examiners for Licking county.

—John G. Crabbe, an Ohio man, has charge of the schools at Ashland, Ky. His First Annual Report is a very creditable document.

—J. C. Dickerson, a former Guernsey county teacher, has entered upon his fifth year as superintendent of schools at Remington, Ind.

—Ex-Superintendent A. C. Deuel, of Urbana, is now a member of the faculty of Urbana University, having accepted a chair in that institution.

—J. A. McDowell, of Millersburg, reports a prosperous opening of the school year—63 pupils in the High School and 14 in the senior class.

—C. P. Lynch, for five years principal of the Warren High School, has been called to the Cleveland Central High School as teacher of Latin.

—A. L. Belch has been promoted from the High School at Columbus Grove to the superintendency. B. J. Beach has charge of the High School.

—Albert G. Lane, County Superintendent of schools for Cook county, Ill., succeeds Geo. Howland in the superintendency of the Chicago schools.

—Prof. Chas. F. Koehler, principal of the normal department of Baldwin University, conducted a successful summer normal term at that institution.

—R. H. Dodds, township superintendent at Sciotoville, has been called to the principalship of one of the ward schools at Huntington, West Virginia.

—J. W. Moore, the new superintendent at Leetonia, has made a good beginning. He has been appointed on the board of examiners for Columbiana county.

—F. P. Shumaker has served three years as superintendent of schools at Chagrin Falls, and has just entered upon another term of two years at an increased salary.

—Ex-Superintendent I. M. Clemens, of Ashtabula, is now engaged with Ginn & Co., the well known publishers of Boston. He has headquarters at Ann Arbor, Mich.

—H. A. Hartman, of Middlepoint, Ohio, has resigned his position in the Western Ohio Normal School, to accept the principalship of the High School at Wetumpka, Ala.

—Supt. J. W. Zeller reports that the Findlay schools have opened with a large increase of attendance. Two more new buildings have been erected. The corps of teachers now numbers 78.

—Dr. E. E. White has returned in good health from his summer lecture tour of nine weeks. He lectured before summer schools, normal institutes and Chautauqua assemblies in seven states.

—Supt. J. L. Lasley reports an auspicious opening at Geneva. He has sixteen teachers and a high school of 125 pupils, with good classes in Latin and Greek, and a senior class of 18, equally divided between the sexes.

—William Richardson, one of Cleveland's supervising principals, completed the post-graduate course of Wooster University and received the Ph.-D. degree in 1885. We beg Dr. Richardson's pardon for the tardiness of this announcement. Had he been less modest, we should no doubt have been able to make the announcement more promptly.

—Supt. Arthur Powell writes that the Marion schools have made a very favorable beginning this year. One new building has been erected and five additional teachers have been employed, and yet the schools are overcrowded. Vocal music has been introduced as a regular study, and the high-school course has been revised so as to prepare pupils for college.

—Professor Willis Boughton, of the chair of English Literature and History in the Ohio University, resigned a few weeks ago to become local secretary of the society for University Extension in Philadelphia. Professor A. D. Morrill also resigned the chair of Biology to accept a similar position in Hamilton College. His successor has not yet been chosen. Professor Boughton will be succeeded by Professor C. L. Hooper, a graduate of the Indiana and of the North-western Universities. Supt. C. C. Davidson, of Alliance, a former student in the institution, was recently appointed a trustee to fill the vacancy caused by the death of Dr. Hancock. Dr. A. Leue, of Cincinnati, succeeds the late Judge Welch on the same Board. The members are appointed by the Governor.

—H. D. Boulware, of Calvin, Ohio, has recently been appointed a member of the board of examiners for Hancock county. Mr. Boulware's career is somewhat remarkable. Up to the age of 16 he had never seen the inside of a school-house. At that age, he came to Ohio from South Carolina, the place of his birth. This was in 1865. He could spell and read a little "where the words were not too big," and he at once embraced the opportunities afforded by the free schools of Ohio. After securing what the country schools could give him, he attended the public schools at Findlay for several terms, and began teaching in 1869. He has always been, and still is, a close student, always looking forward and reaching out, and always relying on his own efforts. He is now preparing to go before the State Board. He has been a constant reader of the MONTHLY for twenty years. It is

scarcely necessary to add that he is a very successful teacher. The MONTHLY rejoices in his success. It is to just such toilers that we wish always to extend a sympathizing and helping hand.

BOOKS.

Principles of Political Economy. By Charles Gide, Professor of Political Economy in the University of Montpellier, France. Translated by Edward Percy Jacobson, formerly of University College, London. With Introduction and Notes, by James Bonar, M. A., LL. D. Published by D. C. Heath & Co., Boston. Price, \$2.00.

This work, written in France, translated in England, and now published in this country, merits the attention it is receiving. It is not a primer of economics, nor is it designed exclusively for university students. Those who come to it for ready-made opinions on all economic questions will be disappointed; but thoughtful practical men who prefer to hear both sides and form their own judgments, will find pleasure and profit. The style is simple, direct and pleasing, and the general treatment of the subject is masterly. Probably nothing better for the general reader has been written on the subject.

Plane and Solid Geometry. By Seth T. Stewart. American Book Company, New York, Cincinnati and Chicago.

This looks like a working text-book. The inductive method is followed. The fundamental ideas to be embodied in definitions are first developed objectively, and the student is gradually led on to clearer and fuller concepts. A characteristic feature is the abundance of graded exercises, so arranged and presented as to encourage the largest amount of independent work—the only way in which the best results can be secured. The demonstrations as well as the definitions are characterized by conciseness and clearness. The book is evidently the work of a skilful teacher, and one that will be popular among skilful teachers.

Our American Neighbors, by Fanny E. Coe, is Book IV of "The World and Its People," and Volume VIII of "The Young Folks' Library for School and Home," edited by Larkin Dunton, LL. D., and published by Silver, Burdett & Co., New York, Boston, and Chicago. It describes in a charming way the scenery and life in Canada, Mexico, Central America and South America. We find it very fascinating for a boy of sixty, and we doubt not it would prove equally attractive for boys much younger. There is enough of incident and story interspersed to keep the interest from flagging. The reading of such a book with map in sight is worth more to a twelve-year-old lad or lass than months of listless conning of geography lessons. The publishers of this series are doing a great service to the cause of right education.

Outlines for the Study of Art, in Its Three Main Divisions, Architecture, Sculpture, Painting. By Josephine L. Abbott, Principal of Private School for Young Ladies, Providence, R. I. Published by Silver, Burdett & Co., New York, Boston, and Chicago. Price, \$1.50.

Every intelligent effort to popularize the study of art is commendable. These Outlines are designed for class use with a view to such knowledge of the history of art as may beget the ability and taste for further study. The text consists of critical notes and observations with references to standard authors and masterpieces of art. Each right-hand page is left blank for the student's use in making notes, drawings, etc., in connection with the study. The plan is happily conceived and well carried out.

The Principles of Agriculture for Common Schools. By I. O. Winslow, A. M. American Book Company, New York, Cincinnati, and Chicago.

This neat little volume of 150 pages presents in simple language the well established laws and principles underlying rural life and rural pursuits. Some of the leading facts and principles of physics, chemistry, geology, botany, and physical geography are given as a foundation, upon which is based a discussion of the fertilization of soil and the cultivation of plants, and the breeding and rearing of domestic animals.

Stories of Industry, by A. Chase and E. Clow, (Educational Publishing Company, Boston, New York and Chicago) is the first of a series of supplementary reading books, designed to aid young people in forming habits of observation and make them intelligent in regard to the arts and industries. This volume treats of mines and mining, metals and things made of metal, lumber, ship-building, house-building, glass-making, etc. It is profusely illustrated and written in terse yet pleasing style.

Edmund Burke's Speeches on the American War, and Letter to the Sheriffs of Bristol. Introduction and Notes by A. J. George, A. M. D. C. Heath & Co., Boston.

The student has here at once a study of great affairs and a great English classic. Burke's pages everywhere shine with the "purest and highest political morality as well as with the charms and graces of authorship." The notes, suggestive hints for study, and the list of references will aid the student of literature as well as the student of history.

The October *Educational Review* is the strongest number yet issued. Prof. James H. Blodgett, Special Agent of the Census for Statistics of Education, begins the interpretation of the Educational Statistics of the Eleventh Census; President Francis A. Walker argues for the higher appreciation of Schools of Technology; Prof. Herbert B. Adams traces the beginnings of University Extension in America; John T. Prince of Massachusetts, describes some of his recent experiences in the German schools. Other articles are by Professor Hanus of Harvard, Sup't Aaron-Gove of Denver, Dr. Larkin Dunton of Boston, Professor Hammer of Munich, and the editors.

This issue also contains the full text of the great English act, known as the Elementary Education Act, 1891, which introduces free education on a large scale. This act ranks with the famous speech of the German Emperor (in the Feb. No.), as the most important educational documents of the year.

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—AND—

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SAMUEL FINDLEY, EDITOR.

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THE HIGHER EDUCATION OF WOMEN.

PROF. W. D. SHIPMAN, BUCHTEL COLLEGE.

We believe in sending children to school, the boys and the girls. They learn there more rapidly than they would at home or at work. The boys, when they grow older and approach manhood are often sent to college. Shall the girls, just blossoming into young womanhood, also attend college? Some may say that this question ought not to be raised. It is anachronistic; it comes too late. Higher education for women is established; it is an approved practice, and should not be questioned. Coeducational institutions abound the country wide, and special colleges for women exist and prosper. Such higher education has passed beyond the stage of experiment.

So it seems to most of us, no doubt; but there are others who think differently. The conservative portion of the community is not yet persuaded so as to be altogether in favor of this new thing. Let us imagine such sentiment embodied in one man, a sort of personification of old-fashionedness. We will call him Mr. Conservative, and discuss this subject with him. He says: "College education for women is a mistake. It is wrong in theory, and works badly in practice. We do well to send the boys to college, but not the girls. Boys grow up to be men; they will need education. Girls

grow up to be women; they will not need it. The boys will generally engage in some definite occupation, some business, profession, or other work, in which they will earn money to support their families. The girls will generally marry, and become housekeepers. What do they want of education?" So says Mr. Conservative.

If few people speak so plainly, many are thinking in about that way. Now what can we say in reply? We hold that this idea of education is fundamentally wrong. Its conception of the ends to be attained is erroneous. If that were the true aim, wisely directed would be the efforts of those persons who are trying to turn our colleges into polytechnic institutions, industrial schools, or professional seminaries. But it is not so. Boys are sent to college chiefly because there they can best develop their natural powers. We want them to become strong and well-trained men. It is true that a person well educated, thoroughly disciplined and established in good habits, may make money faster than one not so furnished. But as long as we hold that human beings are more than of the earth, earthy, we must agree that gold-getting, however necessary, is not the chief end of life. We claim that girls, as well as boys, need to be trained and developed. Their minds should be stored with the garnered treasures of the ages, and strengthened and moulded by noble exercise. We do not hold that a woman should be trained to become as nearly as possible like a man. She should be educated to be what nature intended her—a woman.

There are some reasons why the girls need the benefit of a college course even more than do the boys. Men will mingle more with the jostling world than will women. Married women will be for the most part keepers at home, mothers of families, the centers of numberless paradises on earth. This brings them less into contact with the coarser and harsher forces of life than the work of men brings them. The man of affairs in the busy world is buffeted about by many things from which, happily, most women are protected. He gets, perforce, discipline from his struggles, a training which the average woman does not and will not receive. It is evident, then, that the woman needs a full and thorough education both in school and in college even more than does the man, if the true ends of life are best to be attained. Mr. Conservative so far seems to be wrong.

But our friend does not yield yet. He next says: "The masculine mind and the feminine mind differ widely. Girls will not succeed in the studies which are set before their more rugged brothers.

It is not fair to ask them to try, nor is it wise; for their organism can not endure the strain. College education breaks down the health of young women." This objection is familiar, and has long been a stronghold of the opposition. For some years now this matter has been put to the crucial test of experience. The girls have gone to college, they have studied the same lessons, and recited side by side with the boys; and it has been tried so long that the results may be considered quite trustworthy. Coeducational colleges are common, and are firmly established all through the middle and western states. Young men and young women take the same courses. And now since the flexible elective system is so widely operative, permitting choice among studies, the objection loses much of even its theoretical force.

In New England and vicinity there exists a peculiar and unnatural state of affairs, resulting from the inheritance of old customs, the power of prejudice and habit, the difficulty of modifying established institutions, and the like. There, either annexes or separate colleges for women have been generally established. Their courses of study, however, are substantially the same as those in the colleges for men.

Buchtel College has been operative now for nineteen years, always on a coeducational basis. The results of its experience I may properly mention, since I have personally known its work, both as student and teacher, during all those years. Of the twenty graduating classes, including the present seniors, seventeen have contained young women; and I speak within bounds when I say that they have adorned Buchtel's halls by their scholarly attainments. Of our last eight consecutive classes, five have been led by young women.

A recent class graduating at Cornell contained but ten percent of young women; yet that ten percent carried off sixty percent of the honors. These instances are by no means exhaustive. They are only examples of what has been done.

Records and statistics show that intellectually, as scholars, young women do succeed at college. The girls can learn; and morally they are, as a general rule, setting good examples for the young men every day.

So far as their health is concerned, the facts are also favorable. The gymnasium is proving a great benefit to our college girls, as it is also to our boys; and with the aid of some common-sense ideas regarding habits and dress, we find that study agrees with the feminine organization.

What now can Mr. Conservative say further? Let us hear him: "Granting, if we must, that women can learn and retain their health, still the effects following their course in college, the results of their career as students, are disastrous to the best interests of life; lamentable alike for them and for society. Only a small percentage of the girl graduates settle down into old-fashioned womanly ways. They either remain unmarried, or wed late in life and bear few children. Thus the best of blood and brain, of intelligence and character, fails of progeny; and our civilization is degenerated rather than advanced by sending the brightest and the noblest of our girls to college. If coming generations are to have for their ancestry the unambitious classes, how can we look toward the future with hope?" So says Mr. Conservative.

What answer can we make to this? Shall we deny his statement of facts? I fear that it would not be entirely safe to do so; and facts are stubborn things. It is said that only thirty-seven percent of the Vassar graduates have married. If colleges are educating young women away from nature; filling them with false and shallow notions about "independence," and the glory of a "professional career," and all that sort of thing; if they are setting before them some public woman as the pattern worthy of all emulation; if higher education is interfering with the homes, we would better pull down our colleges; or, at any rate, close their doors against young women. Some one, parodying an old nursery rhyme, has put the thought this way:

"Where are you going, my pretty maid?"

"I am going to college, sir," she said.

"What to do there, my pretty maid?"

"I am going to be cultured, sir," she said.

"Then whom will you marry, my pretty maid?"

"Cultured girls don't marry, sir," she said.

In every new movement its first forms and early results are not wholly normal. In former days most of the young women who dared to brave public sentiment and go to college, were either persons of peculiar disposition, or unusual experience; often both. They were not typical girls. Then they were largely under the influence of those radical persons who had been pioneers in this movement. The radical temper, few people love; and self-styled reformers are not backward about revealing their disposition. Zealous, erratic and intolerant, they strive after an idealism which is usually attainable only in small measure. Not seldom is sarcasm

their favorite weapon, and bitterness is mingled with their tones. They scorn the past, as being full of old-fogyism, and hurrah for the future, the land of golden dreams. They are often regular rainbow chasers; and people of substantial opinions, broad common sense, and generous sympathies, become shy of them and all that they represent. It is a characteristic of human nature to discredit a cause that is disagreeably presented; and the excesses of the radical agitators were made to react, in public judgment, upon all with whom they were connected, including those bold young women who went to college. Are not persons always known by the company they keep? The girls themselves often contributed somewhat to this conservative disgust by appearing to deem good the contrary of what had hitherto been customary, in manners, in dress, and in conduct generally. The most energetic, the most brilliant, the most enthusiastic students were usually the ones who carried this un wisdom farthest; they attracted public notice, and were held to typify educated women. It is not strange that the movement met with opposition, and even ridicule. Young men who wanted warm-hearted, affectionate wives were suspicious of the "strong-minded women," as they were commonly called. Such girls were often studying for professions, or declaring that they intended to do so. They would be independent! "O yes! Just look at us! We will show the world that we can get along without any help from the men!" And the young fellows would often conclude to let them try it, and would look for more modest, home-loving girls for their wives. Possibly they recalled the words of the wise man of old, that it is better to dwell in a corner of the house-top, than with a brawling woman in a wide house.

The situation, confessedly lamentable, is, we believe, only temporary. Already we see dawning a brighter day. Of the young women who have graduated at Buchtel College—leaving out of the estimate the last three classes which it would hardly be fair to include as yet—a good majority are already married, with several counties to hear from.

So far as the girlish ambition for independence is mere idealism, an innocent outlook of the young heart toward something brighter and better, it is harmless and beautiful; so far as it is coquetry and gives zest to the pleasant business of prince-charming, illustrating the old maxim that a woman says "No sir," when she means "yes, I will," it is amusing; so far as it is an honest outlook toward the possible necessity of providing for self-support, it is noble and

praiseworthy. But when the zeal for independence hardens the sensibilities of the maiden, binds down her heart and stirs false ambitions in her soul, till all the relations of life become discolored and unnaturally warped and twisted; when it makes her feel that she is doing something weak and unworthy if, being a scholar, she consents to marry when she might have taken care of herself and won honors in a professional career, what then shall we call it? What but the poison of radical foolishness? Let us be done with the idea, so often implied if not openly stated in the public talk we hear, that the work of a woman who is engaged in the business of home-making does not amount to anything! Let us be done, too, with the silly notion, so often uttered by the radicals, that a woman can care for a home and bring up a family, and at the same time be doing a man's work in the world.

Some time ago it was announced that one of Buchtel's girl graduates was soon to wed one of our young men—a thing that has several times occurred in our history, and of which we are in no wise ashamed. This announcement was concerning a young woman who had made quite a record as a scholar, and was a stirring, promising sort of a person. When the wife of a certain clergyman heard of the prospect she said: "What! that girl going to marry? Well, I did think that she would amount to something!" If she could see her now in her central Ohio home, with her manly husband and her happy children, perhaps she might agree that the college girl is amounting to something. In the *Westminster Review* for January last, one of the most prominent of the modern-woman women has an article which will do damage to the cause of real reform for the sex. After sophistical statements on education, and more than questionable remarks on virtue she gets in a stab at the home-makers as persons who "are generally absorbed in a narrow, personal and family selfishness." But why multiply quotations? We have heard this sort of stuff *ad nauseam*. Yet the movings of nature are potent, and most girls are gifted with a large measure of sterling common sense. So it results that many, even of those who most loudly boast their "independence," and the like, do marry. And what then? Too often their ideals of life are so faulty, and their habits so fixed, that, instead of making a true home, a little heaven on earth, in the midst of domestic duties they become dissatisfied, or something worse; and they not only lead wretched lives themselves, but they also wreck the hopes of others.

How far the radical agitators, with their revolutionary temper,

are responsible for the unfortunate outcome of so many a modern marriage, over which the recording angels shed tears, it would be interesting to know, if we could.

Margaret Fuller, out of her experience says that one hour of love will teach a woman more of her true relations in life than months of empty theorizing.

But these public women are all in favor of the home, some one will say. Perhaps they are, in a vague and distant sort of a way. If they are really so, why, when they write or speak in public, do they so often satirize the home-makers, and glorify the professional women? Contributions characterized by this spirit are frequently printed in the special journals for women, and not seldom such things slip from the editorial pen. Hints, looking in that direction, have even been heard in our pulpits. This is one of the matters in which "a change" would be welcome.

That women are successfully doing, and under suitable circumstances may properly do, other than home work, is now established beyond question. In the schools, in the professions, in business; in ways too numerous to mention, they are making themselves useful. A woman need not do nothing because she is not yet married; and the life of a married woman is not bounded by the walls of her house; though all right-thinking people will hold that the interests of her home should come first. For various reasons it occurs that some women remain unmarried. They need not spend their time in idleness. Still a course in college will prove a great benefit to such persons, whether to assist them in gaining self-support, to make them more efficient in doing good to others either in a public or a private way, or to enrich and cheer the future of their own lonely lives.

Even if one should be as conservative as the typical Englishman, who, they say, roars with rage if anything disturbs the thickness of his fog and lets in a little sunlight, he must agree that women are succeeding in many new ways. But because the world is opening enlarged opportunities for women, we need not conclude that therefore our college girls should go forth to occupy and hold the public places of the world, and assist in the movement toward increasing the number of boarding-houses, and decreasing the number of homes.

May the occupation soon be gone of those persons who hold that anybody can keep house and raise children, and are calling

educated women into public life with an amount of emphasis and glee that would be comical, were results less pathetic.

It is generally believed that Providence had more richly endowed with emotional nature the feminine half of humanity than the sterner sex. Women live more by their intuitions and their feelings than do men; and a woman's tenderness is no poetic myth. So much the more need for her intellectual powers to be developed and trained, that a well balanced life may be the outcome. Women can learn to be reasonable. For more ends than we could name this is to be desired. Wide as the relations of life is the prospect of applying the benefits of such training. Yet it would be worth the getting if it only brought the power to discriminate and wisely judge, when some zealous enthusiast brings along one of the numerous schemes labeled "*A Great Reform*," such as Perfectionism, Theosophy, Spiritualism, Christian Science, and the like; each one some sort of mixture, probably, of fragmentary truth, glittering generalities, grand idealism and noble hopes, with a lot of impracticable nonsense.

Those persons who hold that we ought to be emancipated as far as possible from the ideas of the days of our grandmothers; that it is only honorable for a woman to try to be as nearly as possible like a man; that it exhibits weakness for her to look toward, rather than away from, home life; that the notion of a woman's life having anything to do with the happiness of a man is old-fogyish and silly, and all that sort of thing; such persons are not generally scholars. They do not even know how to spell. What they would spell r-e-f-o-r-m, ought often to be spelled d-e-f-o-r-m, and with a capital D at that! A little learning may lead a woman away from the home as her ideal in life, but more learning will bring her back to it again. Nature when developed will always claim its own. We believe that Providence has made no mistake. The best cure for the evils which newly acquired scholarship produces, is more scholarship. *Similia similibus curantur* is applicable here. One who knows the facts of life as revealed in history, literature, language and the like, and has learned to think clearly and strongly, will be apt to reach just conclusions.

The cause of education for women moves on in spite of obstacles thrown in its way by the ill-directed zeal of its unwise friends, and in spite of other acknowledged difficulties. And so the maiden comes to college,

"On her lips the smile of truth,
And in her heart the dew of youth."

What shall we do for her? Teach her to be a woman, with a sound mind in a sound body; a noble woman, full of wisdom and gentleness, full of truth and grace. We should help her to grow up in genuine womanly ways; not to become what Solomon calls "a foolish woman who is clamorous; she is simple and knoweth nothing." A girl may now go to college without thereby advertising herself as a candidate for celibacy; without planning to enter upon some public professional career; without becoming a crank or a fanatic. She may be a scholar without losing the peculiar charm and sweetness of feminine life. The true aroma of womanhood does not necessarily evaporate as the intellect expands.

And so we see the ideal college girl coming to preside at the altar of home—old and yet ever new, the very center of the world of life—an educated woman. She comes, not as a discontented agitator or radical revolutionist, full of zeal for new things, but natural, healthy, cultivated, with all her powers developed, full of womanly dignity and grace, and the blessed peace of heaven.

In such homes divorces are not common; husbands are not driven to saloons or other bad places for cheer. Children are brought up to love God, and honor mankind; not to abominate the established ways of men, after the manner of the visionaries. We shall agree after all that Napoleon was more than half right when he said that a nation's greatest blessing is good mothers.

We do not hold that the only way to wisdom is through college halls; yet we do claim that a good course of discipline; of training and liberal culture, is of very great assistance in fitting any person for the active duties of life.

We believe that one of the principal hindrances to the more general and generous education of women is the extreme position and unwise utterances of many of its professed friends. So we come, in closing, to pray the prayer of earnestness: From the conceit of shallow sophistry; from the swagger of ignorant presumption; from the sarcastic grin of egotistical self-sufficiency; from masculine women, and feminine men; from the revolutionary agitators, the visionary idealists, the intolerant radicals, the impracticable self-styled reformers, and other peculiar people, may the pitying love of our Father above deliver us—and our homes—and our pulpits—and our innocent college girls!

**THE SCHOOL READER AS AN INTRODUCTION TO THE
STUDY OF ENGLISH LITERATURE.**

BY ALSTON ELLIS.

Our school readers contain a large amount of choice literary matter. The selections found in them have been taken from the writings of the best authors. In style and substance many of these reading lessons are well-nigh faultless. We are not accustomed to look upon the school reader as a literary work, yet it has great merit in that it opens up an easy and effective way to the study of the lives and writings of some of the master minds represented in our literature.

The teachers of country schools and the teachers of the more advanced classes of the graded schools are forced into contact with this literature by the requirements of their daily work. Let these teachers once open their eyes to the beauties of the literature found in the reading lessons of their pupils and those lessons will soon cease to be the tame, spiritless, and even numbing exercises they too frequently are.

The reading lesson ought to be *studied* by the teacher in advance of the attempt to awaken the pupils' interest in it. This study should include something more than acquiring ability to pronounce words correctly and to give the definitions of a few words whose meaning may not be grasped readily by the pupils. Something can be learned, and told, about the life of an author that will awaken the pupils to greater interest in his writings. In this way the character of the reading in class work will be improved and something done to introduce both teacher and pupils to the great and ever-interesting field of English literature.

I have long felt that the school reader could be used profitably as an introduction to the study of literature. True, the selections are short, taken from their original setting in many cases, yet they are generally complete in themselves. Some are entire productions; others are so judiciously chosen that none but a student of literature would know that they are not literary wholes. If the reading lesson does not whet the pupil's appetite for good reading, and give him some intimation where such reading may be found, it has not been highly active for good in his education.

I have examined the contents of the highest book of each of six series of school readers, and herewith append some of the results of

my investigation. The Arabic numerals show the number of selections from an author found in each book:—

NAME OF AUTHOR.	McGuffey's Sixth Reader.	Appleton's Fifth Reader.	Swinton's Fifth Reader.	Sheldon's Fifth Reader.	Butler's Fifth Reader.	Lippincott's Fourth Reader.	Total Number of Different Selections.
Addison.....	2.	3.	..	1.	3.	..	7.
Bryant.....	3.	1.	1.	4.	2.	3.	7.
Bunyan.....	..	3.	..	1.	1.	1.	6.
Burns.....	..	2.	..	..	1.	1.	3.
Byron.....	3.	5.	3.	3.	1.	..	10.
Campbell.....	2.	2.	..	3.	2.	..	8.
Cooper.....	..	..	..	1.	1.	1.	3.
Cowper.....	1.	1.	..	1.	2.	1.	5.
Dickens.....	2.	2.	4.	2.	2.	3.	14.
Emerson.....	1.	2.	1.	..	..	1.	5.
Franklin.....	1.	3.	1.	..	1.	1.	7.
Goldsmith.....	1.	3.	..	1.	2.	2.	6.
Hawthorne.....	2.	2.	3.	..	1.	2.	6.
Holmes.....	2.	2.	3.	..	2.	1.	10.
Hood.....	1.	1.	1.	1.	1.	1.	4.
Irving.....	3.	1.	3.	2.	1.	1.	8.
Johnson.....	2.	1.	..	..	1.	..	3.
Longfellow.....	4.	4.	2.	4.	2.	1.	16.
Lowell.....	..	..	2.	..	1.	1.	4.
Milton.....	1.	3.	..	2.	2.	..	8.
Poe.....	1.	2.	2.	1.	1.	..	6.
Scott.....	4.	4.	2.	4.	2.	1.	12.
Shakespeare.....	9.	7.	1.	3.	3.	1.	17.
Shelley.....	..	2.	..	1.	1.	..	3.
Southey.....	..	1.	..	1.	2.	2.	4.
Tennyson.....	1.	5.	1.	3.	2.	2.	9.
Thackeray.....	1.	..	1.	1.	1.	..	4.
Webster.....	3.	3.	4.	2.	1.	2.	9.
Whittier.....	2.	1.	2.	2.	1.	1.	7.
Wordsworth.....	1.	..	..	..	1.	1.	3.
Totals.....	53.	66.	37.	44.	44.	31.	214.

In the table, eighteen English and twelve American authors are named. The relative popularity of these writers, as far as the readers give testimony, can be seen by an examination of the column where the number of *different* selections is noted.

Let it be understood that the thirty authors named in the list are not all whose writings are represented by lessons found in the readers. Selections from other authors of scarcely less note are numerous. The other books of each series of readers herein named

contain much literary matter, of good quality, from well-known writers.

It is worth while to look for a moment at the character of the selections as fore-shadowed by their titles:

ADDISON:—"Discontent, an Allegory," "Immortality of the Soul," "Vision of Mirza," "Frozen Words," "Paraphrase of Psalm XIX.," "Paraphrase of Psalm XXII.," and "Contentment."

BRYANT:—"The Snow Shower," "Thanatopsis," "Lines to a Water-fowl," "The Planting of the Apple Tree," "Our Country's Call," "A Forest Hymn," and "The Gladness of Nature."

BUNYAN:—"Escape from Doubting Castle," "Giant Despair," "The Valley of Humiliation," "The Golden City," "The Pilgrims in Doubting Castle," and "Christian and Apollyon."

BURNS:—"For a' That, and a' That," "Man was not Made to Mourn," and "Bannockburn."

BYRON:—"Song of the Greek Bard," "Thunder Storm on the Alps," "Battle of Waterloo," "The Eve Before Waterloo," "The Destruction of Sennacherib," "Adieu to my Native Land," "Darkness, a Dream," "The Shipwreck," "The Vision of Belshazzar," and "Apostrophe to the Ocean."

CAMPBELL:—"Lochiel's Warning," "The Downfall of Poland," "The Soldier's Dream," "The Last Man," "The Exile of Erin," "Hohenlinden," "Hallowed Ground," and "Lord Ullin's Daughter."

COOPER:—"The Ariel among the Shoals," "Deerslayer's First Fight," and "The Arrest of Leather-Stocking."

COWPER:—"Solitude," "The Nightingale and the Glow-worm," "Winter Evening in the Country," "My Mother's Picture," and "Alexander Selkirk."

DICKENS:—"Death of Little Nell," "The Jolly Old Pedagogue," "The Battle of Hastings," "Dotheboys Hall," "Gradgrind's Idea of Education," "Mr. Winkle on Skates," "The Stage Coach," "Address of Sergeant Buzfuz," "The Plague in London," "Oliver Cromwell," "The Happy Mother," "The Death of Paul Dombey," "The Child's Story," and "Little Paul."

EMERSON:—"Value of the Present," "Each and All," "The Problem," "The Mean Side of Napoleon's Character," and "Wealth."

FRANKLIN:—"My Entry into Philadelphia," "Dialogue with the Gout," "How I learned to Write Prose," "The Way to Wealth," "An Economical Project," "The Savages of North America," and "Father Abraham's Speech."

GOLDSMITH:—"On Happiness of Temper," "Dr. Primrose in Prison," "An Elegy on the Death of a Mad Dog," "The Deserted Village," "The Man in Black," and "The Fair."

HAWTHORNE:—"A Rill from the Town Pump," "My Oratorical Experience," "The Sunken Treasure," "Oliver Cromwell," "The Pine-Tree Shillings," and "Little Annie's Ramble."

HOLMES:—"Bill and Joe," "How Men Reason," "The Hot Season," "Evening," "Contentment," "The Height of the Ridiculous," "The Comet," "The Chambered Nautilus," "Old Ironsides," and "The Flower of Liberty."

HOOD:—"Song of the Shirt," "We Watched her Breathing," "The Haunted House," and "The Death Bed."

IRVING:—"Character of Columbus," "Rip Van Winkle," "Sorrow for the Dead," "Knickerbocker Life in New York," "Death-Bed of Washington," "A Dutch Governor," "A Rainy Sunday at an Inn," and "The Angler."

JOHNSON:—"Schemes of Life Often Illusory," "Dryden and Pope," and "The Happy Valley."

LONGFELLOW:—"Church Scene from Evangeline," "The Song of the Potter," "The Bridge," "A Psalm of Life," "Hymn to the Night," "The Launching of the Ship," "Song of the Silent Land," "The Reaper and the Flowers," "The Children's Hour," "The Builders," "Hiawatha's Wooing," "The Old Clock on the Stairs," "The Famine," "Spring," "The Day is Done," and "The Windmill."

LOWELL:—"The Heritage," "The Country School," "The First Snow-Fall," and "Aladdin."

MILTON:—"Death of Samson," "L'Allegro," "Il Penseroso," "The Liberty of the Press," "Morning Hymn of Adam and Eve," "Invocation to Light," "Eve's account of the Creation," and "Expulsion from Paradise."

POE:—"The Raven," "The House of Usher," "The Haunted Palace," "Three Sundays in a week," "The Bells," and "Annabel Lee."

SCOTT:—"The Soldier's Rest," "Marmion and Douglas," "Description of a Siege," "Lochinvar," "The Coronach," "Sunset on the Border," "Love of Country," "Battle in the Highlands," "The Lady of the Lake," "The Battle of Bannockburn," "Fitz-James and Roderick Dhu," and "Robin Hood."

SHAKESPEARE:—"A Good name," "Henry V. to his Troops," "Fall of Cardinal Wolsey," "The Quarrel of Brutus and Cassius," "Antony Over Cæsar's Dead Body," "The Folly of Intoxi-

cation," "Prince Henry and Falstaff," "Hamlet's Soliloquy," "The Dream of Clarence," "Speech of Brutus," "Winter," "Puck and the Fairy," "Under the Greenwood Tree," "Murder of King Duncan," "Isabella and Angelo," "Polonius to Laertes," and "Julius Cæsar."

SHELLEY:—"Winter," "The Skylark," and "The Clouds."

SOUTHEY:—"The Cataract of Lodore," "The Battle of Blenheim," "Nelson at the Battle of the Nile," and "The Holly-Tree."

TENNYSON:—"Enoch Arden at the Window," "Charge of the Light Brigade at Balaklava," "Ode on the Death of the Duke of Wellington," "New-Year's Eve," "Bugle Song," "Break, Break, Break," "Ring Out, Wild Bells," "Lady Clare," and "The Brook."

THACKERAY:—"Goldsmith and Addison," "King Canute," "End of the Play," and "Death of Colonel Newcome."

WEBSTER:—"Massachusetts and South Carolina," "Speech on the Trial of a Murderer," "Importance of the Union," "Man's Physical and Mental Superiority," "The Survivors of the Battle of Bunker Hill," "Supposed Speech of John Adams," "True Eloquence," "Liberty and Union," and "Origin of New England."

WHITTIER:—"The Barefoot Boy," "Abraham Davenport," "A Picture and a Hope," "The River Path," "Snow-Bound," "Centennial Hymn," and "The Corn Song."

WORDSWORTH:—"The Solitary Reaper," "A Portrait," and "We Are Seven."

It is important to know where to find some account of the life and literary labors of the authors whose writings are used in the preparation of our school readers. The revised edition of Shaw's *New History of English and American Literature* contains more or less extended notices of all the writers named in the table, save Webster and Tennyson.

American Literature, by Julian Hawthorne and Leonard Lemon, contains, in addition to much other valuable literary matter, something relating to the life and work of each of the twelve American authors.

American Poems and *American Prose*, handsome yet inexpensive books, edited by Horace E. Scudder, contain biographical sketches of all the American authors save Franklin, Cooper, Poe, and Webster.

Eighteen of the thirty authors are represented in the excellent literature to be found in *English Classic Series*, published by Effing-

ham Maynard & Co., New York. Each number of the series contains a biographical sketch and an introductory statement filled with pertinent matter.

All the books heretofore named are of the best manufacture and are sold at a price which brings them within reach of all teachers who are really in earnest and not mere dealers in excuses. More pretentious biographies, but really not more serviceable for the purpose had in mind, may be found in *English Men of Letters*, edited by John Morley, and *American Men of Letters*, edited by Charles Dudley Warner.

THE TEACHER AND THE SCHOOL. VIII.

BY THE EDITOR.

SCHOOL ORGANIZATION, CONTINUED.

3. *Daily Program.* Every school should have a carefully prepared time-table. Every exercise should have its appropriate time. It should include study as well as recitation, so that the teacher as well as the pupils may know what each pupil should be doing at any given hour of the day. The program should stand on the blackboard in sight of the school, or be neatly written on paper and posted in a conspicuous place in the school-room.

To make a good program requires full knowledge and due appreciation of all the work of the school, that the exercises may come in right order and each receive its proper share of time and attention. For this reason it is scarcely possible to prepare a general program that would work well in any particular school. A suit of clothes made to order after careful measurement usually fits better than one ready-made. All the conditions and surroundings of a school must be well considered in preparing its time-table. The average country school presents many difficulties, and so does the large city grammar school or high school, where two or more teachers work together in the same school.

Some principles of general application may be mentioned:—

1. Lessons requiring the greatest mental effort should have a place early in the session, forenoon or afternoon, when the pupils are fresh and vigorous. Such studies as arithmetic and grammar should come early. Such exercises as spelling, writing and drawing are suitable for the after-part of the session.

2. Studies should be so arranged as to afford as much variety

as possible. A change of work is rest. Monotony is irksome and wearing. It is not best for any class to have two consecutive recitations. If mental and written arithmetic both have a place in the program, it is better that they come in different parts of the day; and so of writing and drawing.

3. In country schools the younger pupils should have shorter periods and recite oftener than older pupils. Ten minutes is long enough for the youngest classes, while thirty would not be too long for some of the older ones.

4. Exercises in writing and drawing require steadiness of nerve, and should not be placed immediately after recess or the opening of school, nor be preceded by vigorous gymnastic exercise.

5. After a program has been tried, it may be found necessary to modify it. Bearings may need to be slackened in one place and tightened in another, until every part runs smoothly and the whole machinery performs its work satisfactorily. But every change should be well considered before it is made. Frequent changes of program are not desirable.

6. The program should be followed. One exercise should not be allowed to trespass upon the time of another. Occasional variation from this rule may be allowable, but it should be the exception and not the rule. Each class should have its own time and no more. Some have recommended the placing of the time-table and the bell in the hands of a monitor to strike each signal at the exact minute. This might be well in the case of an absent-minded teacher.

Any studying or reciting at recess or after school would be a violation of this rule. The periods of relaxation should be as scrupulously observed as any other. The evil arising from the detention of pupils at recess or after school for lessons overbalances the good. Nothing is more obligatory upon the teacher than to see that every duty is performed in its time. Failure in this is a bad failure.

Every minute of school time should be used in recitation, in study, in some general exercise, or in needed relaxation. The teacher should permit no dawdling or trifling either in himself or in his pupils.

I have procured from several teachers the programs now in force in their schools, some of which are here inserted for the benefit of younger teachers. The first is from a second year primary in

the Bowen school, Akron, taught by Miss Matie Robinson. It contains two grades, called *first* and *second* C, just half a year apart.

DAILY PROGRAM, I AND II C PRIMARY.

- 9:00 to 9:05. Opening exercises.
- 9:05 to 9:25. Music lesson.
- 9:25 to 9:45. II C written arithmetic; I C oral arithmetic.
- 9:45 to 10:00. II C correct slates; I C study spelling.
- 10:00 to 10:10. Recess.
- 10:10 to 10:30. I C written arithmetic; II C oral arithmetic.
- 10:30 to 10:45. I C correct arithmetic; II C study spelling.
- 10:45 to 11:00. Both classes write spelling from dictation.
- 11:00 to 2:00. Noon recess.
- 2:00 to 2:10. Temperance physiology.
- 2:10 to 2:30. Writing or drawing.
- 2:30 to 2:50. I C write language lesson; II C read.
- 2:50 to 3:00. I C correct language; II C busy work.
- 3:00 to 3:10. Recess.
- 3:10 to 3:35. II C write language lesson; I C read.
- 3:35 to 3:55. II C correct language; I C busy work.
- 3:55 to 4:00. Closing exercises.

It would seem that pupils of this age should have more than one reading lesson each day. Otherwise this is a good program.

The following is furnished by Miss M. T. Bender, who has a first A grammar grade in the new high school building, Akron. The school consists of a single grade, doing the last half-year's work of the grammar school course.

- 9:00 to 9:05. Opening exercises.
- 9:05 to 9:45. Recite arithmetic.
- 9:45 to 10:00. Study history—partly studied at home.
- 10:00 to 10:30. Music, or drawing, or writing.
- 10:30 to 11:10. Recite history.
- 11:10 to 11:35. Study grammar.
- 11:35 to 12:00. Recite grammar.
- 12:00 to 12:30. Recess for lunch.
- 12:30 to 1:15. Reading and spelling or book-keeping.
- 1:15 to 1:25. General exercises.
- 1:25 to 2:00. Study arithmetic.

FRIDAY, P. M.

News items collected during the week, physiology, alcohol, etc., reading selected poetry and history, or composition writing.

The following program was prepared by J. B. Collett, for use in a country school in Butler county having five grades:

- 8:30 to 8:50. Music lesson for entire school.
- 8:50 to 9:05. Fifth Reader—A grade.
- 9:05 to 9:20. Fourth Reader—B grade.

- 9:20 to 9:35. Primer class—E grade.
- 9:35 to 9:50. First Reader—E grade.
- 9:50 to 10:00. Second Reader—D grade.
- 10:00 to 10:12. Third Reader—C grade.
- 10:12 to 10:30. Writing, entire school.
- 10:30 to 10:40. Recess.
- 10:40 to 10:55. Arithmetic—A grade.
- 10:55 to 11:10. Arithmetic—B and C grades.
- 11:10 to 11:30. Number lesson—D and E grades.
- 11:30 to 11:45. Spelling—A and B grades.
- 11:45 to 12:00. Spelling—C grade.
- 12:00 to 1:00. Noon recess.
- 1:00 to 1:20. Grammar—A and B grades.
- 1:20 to 1:35. Language—C and D grades.
- 1:35 to 2:00. Primer and First Reader—E grade.
- 2:00 to 2:20. Physiology or history—A and B grades.
- 2:20 to 2:30. Recess.
- 2:30 to 3:00. Primer and First Reader—E grade.
- 3:00 to 3:20. Geography—A and B grades.
- 3:20 to 3:40. Geography—C grade.
- 3:40 to 3:55. Second Reader—D grade.
- 3:55 to 4:00. Closing exercises.

Explanatory notes:—Some time is gained in arithmetic by allowing one class to place work on the board while another class is reciting. History and physiology alternate. Writing is taught from the blackboard, the pupils using foolscap paper.

The chief defect in this program is the omission of a study schedule. A large share of recitation time is given to the younger pupils, but perhaps not too much.

4. *Seating.* It requires good taste as well as skilful management to seat a large school properly. It has been said that in the seating of his school a teacher exhibits his ideal of symmetry and fitness. It is proper to give a school a good appearance by keeping that which is unsightly as much as possible in the back-ground and placing in the front a preponderance of that which is pleasing to the eye. This should never be done in a way to wound the feelings of the homely or ill-clad, or to excite the vanity of the good-looking or well-dressed. Perhaps better not be done at all if it cannot be done without revealing its purpose.

The size, sex, grade, and habits and disposition of the pupils should each have some weight in considering the seating of a school. When other considerations do not interfere, pupils should sit in the order of size, beginning with the largest in the rear.

It was formerly the custom to seat the girls on one side of the room and the boys on the other. Then it was that teachers some-

times inflicted *capital* punishment on a troublesome boy by making him sit among the girls. The custom now generally prevails of seating without much reference to sex, and I think it is better, as a rule.

In a city school of two grades it is a good plan to alternate according to grade. Suppose the grades are A and B. In the first row of seats, place A grade pupils in the seats with odd numbers and B grade pupils in the seats with even numbers. Reverse this in the next row, and so on. This gives to each pupil the greatest degree of isolation. When one grade is called out to recite, the pupils of the other grade are left distributed over the room in alternate seats. It conduces to good looks as well as to good order.

But all these plans are liable to be interfered with, more or less, by the habits and tendencies of the pupils. A pupil lacking in self-control may be found in a bad neighborhood, and it may become necessary to move him or some of his neighbors. And this, by the way, is a prerogative which the teacher should always maintain. A pupil's claim to a particular seat, because he occupied it last term or any other term, should not be indulged for a moment. Every pupil should be entirely subject to the direction of the teacher in this as in all other matters pertaining to the school.

5. *School tactics.* A school as well as an army needs a system of tactics, by which its movements may be directed and its work carried on. The system should be as simple as possible consistent with efficiency and order. All signals and movements for mere display or show should be discarded. The important thing is the execution of all necessary movements without waste of time and without unnecessary noise or confusion.

Whether it is best, in assembling and dismissing, to march in and march out in military order is a question with two sides. It is more satisfactory to most teachers. Schools well trained in this way are more easily handled and with less confusion, and there is greater safety in case of fire. But my opinion is that the discipline which allows larger liberty and yet prevents rude and boisterous conduct, is of a higher order and exerts a more wholesome influence. In watching the marching and counter-marching of children in schools, I have been often reminded of the lock-step march that I used to see in the Ohio Penitentiary. There is always something repulsive about it. Nevertheless, this is to be said: Almost any system of tactics that secures discipline and order is to be preferred to the disorder and uproar that sometimes prevail in schools.

The signals used within the school-room to secure the movement of classes, etc., are of some importance. Some teachers use mainly signals addressed to the eye. Others address the ear exclusively. The things of most importance are that they be given in a quiet, self-possessed manner and that they be implicitly obeyed. Effort to secure these should never be relaxed until it succeeds.

I have come to think that a call-bell on a teacher's desk is a useless piece of furniture. It sometimes causes more disorder than it prevents. For moving classes there are no better signals than the numerals, one, two, three, spoken by the teacher in a soft voice—*one*, ready; *two*, rise; *three*, pass. The important thing, I repeat, is that every signal be implicitly and promptly obeyed.

(Continued.)

COMMON SENSE IN THE SCHOOL.

BY MARGARET E. DENNIS.

The most successful schools, especially in the grammar grades, are those which are conducted on business principles. The average boy of grammar-school age is quick to detect shams and quick to manifest his disapproval of them. He sees the sham in requiring of him observance of a vast minutiae of rules only because he is in the school-room.

But the average boy of that age has a keen business instinct, especially in this business country, and an appeal to that instinct is rarely made in vain.

No teacher has a right to attempt the enforcement of rules that will not bear the test of utility or benefit to be received therefrom.

I believe that many bright, energetic boys are nagged out of school by unceasing harping on requirements that ought either never be made, or are of minor importance and should be kept subordinated to the business requirements of the school-room.

The school-room is first, of course, a place in which to teach and to learn, and should, as far as is possibly consistent with that requirement, be made a combination of the counting-room and the parlor. To do the work of the place with an earnest, steady business-like pressure, with only so much of rules and regulations as is necessary to gain the greatest amount of the best work, and to have that work done in the most considerate, courteous and gentle way, by both teacher and pupil, are the two things necessary, as has been

proved in practice as well as set forth in theory, to produce the ideal grammar-school.

Would you have no rules against whispering and various other faults that creep into a school? I imagine some one asking. No, I should not, but I should not highly respect the administrative ability of a teacher who could have a grammar-school in charge for six weeks without creating a spirit in that school-room that would oppose as strongly as could the most ardent advocate of strict discipline any tendency to whispering, noise, idleness, or anything else of a character likely to interfere with the business of the school.

I repeat that the business instinct of young America is of the strongest, and I believe that no other characteristic can be so successfully appealed to as an aid in securing the best of order for the sake of the best of work. A boy's ear is never deaf to any suggestions that you may have to make about what will make him a good citizen, a good business man, a good *man*. And that that is the aim and object of every hour of your life with boys is a fact that, as your conscience is in your work, you should never lose sight of.

CLASS CRITICISM.

BY LOUISE JOHN.

Class criticism, when skilfully directed, is a legitimate force in the school-room. If properly managed, it becomes an unerring index of attention, and would be valuable on that account alone, but it does more; it helps to create that which it indicates, for it stimulates interest which is the prime condition of attention. If pupils are accustomed to see or hear mistakes made again and again, without being expected or even permitted to protest, they become passive and indifferent; they are not developing that habitual discrimination between what is correct and what is incorrect, which is a characteristic of a cultivated mind. When the mind is in the attitude of attention, there is an inward protest against recognized errors, and we properly stimulate that feeling by encouraging its expression. But class criticism requires as delicate handling as any of the forces in the school-room. A pupil is solving a problem on the blackboard. In a certain sense it is not that particular pupil's problem, it is "our problem;" it belongs to the teacher and the class; they are to see that it is properly solved. A decimal point is misplaced. Immediately a dozen or more minds protest,

a dozen or more hands are raised, the error is corrected; the pupils have properly gratified a legitimate impulse, and there is nothing personal about it. A word is parsed. A misstatement is immediately followed by a show of hands—the work does not go on until the error is corrected. Sentences are constructed to illustrate certain points in grammar. A wrong illustration is given; pupils who notice it, indicate the fact at once and are expected to explain why the illustration is incorrect.

A few cautions it is necessary to bear in mind when handling this keen-edged tool—it is not efficient if not keen-edged. The teacher should make all criticisms on the improper use of language herself. These are personal criticisms and should be made kindly and unostentatiously.

The pupil reciting should not be precipitated into errors through the uneasy anticipation of them by the class. The knowledge that a mistake will be at once noted should encourage thoughtful deliberation rather than haste. In criminal law a person is presumed to be innocent until proved guilty; so in recitation, the pupil should be supposed to understand what he is about until his action proves the contrary. This state of things is secured better by the teacher's manner than by any regulations in regard to it.

Criticisms should not be made unless they are to be followed by a correction of the errors; for such a course would replace in the critic the satisfaction of having the work done correctly by the satisfaction of having told about somebody's mistake, and this is wrong.

It is not well to have criticisms covering the ground gone over, made at the close of a long individual recitation, or at the end of a long paragraph in reading; first, because the motive in the critic is no longer a purely intellectual one; the triumphant feeling of being able to criticise some one having had time to enter into the matter, and while some pupils ferret out mistakes to gratify that feeling others will refrain from criticism on this very account; second, because generally the person criticised will profit about as much by an enumeration of errors, the nature of which he is not given time to grasp, at the close of his long recitation, as he would if so much Greek were hurled at him.

Lastly, never allow the mispronounced word or misapprehended definition to be repeated by the critic, particularly if accompanied by a significant glance and emphasis.

Generally, it should be understood that the pupils must correct errors in class work that they can detect, and when the teacher

makes a criticism she should remember that her spirit will determine the spirit of her class in this matter. She should take care to be neither offensively wise nor patronizingly kind; both are out of place in the school-room as elsewhere.

PRIMARY DEPARTMENT.

A blast From the West.

We invite attention to these vigorous words from the pen of Supt. J. M. Greenwood, of Kansas City, Mo., which we find in one of our exchanges. They contain more truth than poetry. We hope that all our readers who have anything to do with mapping out the work for the little people will ponder them well. We have become convinced that a good many of us have been guilty of a good deal of foolishness in the direction indicated by Superintendent Greenwood.—EDITOR.

Children are usually not admitted to the public schools before they are five years old; some of the states keep them out until they are six, and a few exclude them, in some cases, till they are seven. In general, a child should not be started to school before the sixth year. At that age the brain has attained about 85 percent of its adult size, and the child is able to use it with as much precision as he controls his hands or his feet. Without pursuing this remark further, I wish to call attention to what an average child from six to eight years of age will do in numbers the first year he attends school, if he has a chance; and it is the chance that I am contending for at this time. If any one's toes are tramped, he can obtain ample redress by pitching into me.

I assert that the educational doctors, big pill, little pill, foreign or native, from Missouri, Massachusetts, or Sandwich Islands, who prescribe "10," or "100," as the maximum dose which the child should take the first year he is in school, should be "bored with a dull gimlet for the simples." Such an educator is a fitter subject to lead the "Alliance Folks" to a haystack than to outline number work for little children.

There are crimes of a more virulent nature than others. It is more humane to kill a fellow creature by one blow with a bludgeon, than it is to flay him alive, or to starve him in a noisome dungeon, or to press him to a pulp by a slowly descending heavy mass of wood or iron. But what are these methods of torture, compared to the person who sets himself up as a teacher, and then, in the name of education, starves the mind to a mental death? It may

lack the element of *intent*, and, therefore, save the culprit from hanging or electrocution; but the effect is the same. If such an instructor should be arrested for mental murder, what plea could he make that would hold good at the *Bar of High Heaven*? Ignorance by appealing to mercy might save him, but outraged justice—never!

How long does it take the average child to learn his letters? How long, reader, were you at that job?

This question was put to 165 teachers at an institute in Iowa by the writer, and only one person out of that number remembered when he did learn his "a, b, c's," and yet a noted educator had spent forty-five minutes in showing what a herculean task it is for children to learn their letters. How long will it take for the child to learn from "o to q"? Should it take more than a day for this job, even if it be let by contract?

In a week a child will read numbers up to 100, if the teacher will first let him learn 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. A little practice each day and the job is completed. If the child cannot count to a hundred, have him learn to do so at once. Children at first usually count away from the objects to be counted, if they are put to counting them. That is they like to exercise their imagination in counting as well as in other matters. It is a good thing for them to do so, irrespective of objects or previous conditions of mental, moral or educational servitude. *Let the fancy caper*, is an excellent motto. The next step is to have them read, 11, 21, 31, 41, 51, 61, 71, 81, 91, 101. Only one figure changes at each step. Some fellow from the rural district, or the city percentage district, will hop up and say, "Mr. Speaker, it can't be did!" Hold on, my worthy friend. Where is the child that ever went to school for a week, unless it be a school for the deaf and dumb, that did not learn: "Ten, ten, double-ten, forty-five and fifteen," and have these separate things creep up through his thinking apparatus as fixed forms for all time—eh? * * * * *

I can take a class of average children of the age mentioned, and I will give no more time to numbers than I give to other subjects proportionally, and in one year's time, they will write numbers correctly to 1,000,000; add columns of figures up to 100, like a streak of greased lightning; subtract readily, multiply by three or four figures, and divide numbers by any one of the nine digits, and not hurt or strain or tire their thinkers the least bit. Try it.

The Hill Difficulty.

This is the way Miss Preston gave one boy a start up the hill. His teacher was tired and cross, and had kept him after school because he had failed to get his examples in subtraction. To his plea that he did not understand them she only replied petulantly that he "must be very dull." Miss Preston happened in, and, taking in the situation, she asked permission to speak with Henry. Sitting down at his desk, something like the following conversation took place:

Miss Preston.—"What is the trouble, Henry? Are your examples hard?"

Henry.—"They are not *very* hard, I guess. The other boys all had them."

Miss P.—"Do you understand them?"

H.—"No, ma'am; not when I have to take 8 from 3. I can do the other kind well enough, taking 3 from 8, and such, but I don't see how I *can* take 8 from 3."

Miss P.—"Ah, yes. I see your trouble. Now please hand me that tin cup by the water pail. I thank you. I want a drink from it, but I see that it is empty. What shall I do? I am very thirsty; but I cannot drink from an empty cup nor from one that has only *three drops* in it, for I need much more to quench my thirst."

H. (with animation.)—"Why, I can get some for you from the pail."

Miss P.—"But suppose the pail is empty?"

H.—"Why then I would go to the faucet down in the basement, and get a pailful."

Miss P.—"That wouldn't do any good. I only want a cupful."

H.—"Well, I can bring you a cupful from the pail, when it is full."

Miss P.—"Just so. Now let us see if we cannot do the same in your example. You can't take 8 from 3; but perhaps we can *go to the pail* and fill our cup. Ah, no. Our next figure is a cipher. Our *pail is empty*. What shall we do? *Go to the faucet* of course, fill our pail and come back. Beyond our cipher stands a 4 on purpose for us to use. Now, if I take one of these hundreds, how many tens is it worth?"

H.—"Why, ten tens."

Miss P.—"Good. Now, instead of the cipher we have 10. We can fill the *cup* from the *pail*. So now we will take one of these tens (equal to ten units) and add it to the three units we already have, giving us 13 units. Now can you take 8 from 13?"

H.—“Oh, yes, yes, and it leaves 5. Why, isn't that funny? It's just like a poor man without money, begging from some one with a pocketful.”

Miss P.—“Just so. Now you have 3 to take from 9 where your cypher stood.”

H.—“And it leaves 6!”

Miss P.—“Now here is our 4, with a 2 below it. What will you do?”

H.—“Why (*after some meditation*), 4 gave away part of his.”

Miss P.—“Yes. How much has he left?”

H.—“Why, 3. So we can say ‘2 from 3.’”

Miss P.—“Do you think you ‘see through’ it now?”

H. (*with great enthusiasm*).—“Why, yes, ma'am. I can't help getting my examples now.”

Which was true. And his teacher couldn't help catching the fire, nor has she been able to keep out of it since.

Abuse of Primary Methods.

HARRIETTE L. SIMPSON, WATERLOO IOWA.

A few days ago I took my day for visiting schools. I visited several primary schools but I will report as though they were one school. I found the room nicely decorated, pupils quiet, teacher pleasant, all surroundings seemed to bespeak success. I seated myself to enjoy an hour's interesting work.

The opening exercises gave me the impression that they were for company use only. Most of the pupils took part in the exercises, but there was a marked absence of interest.

The recitation in numbers next claimed my attention. A bright capable class was ready for work. But the work was a repetition of a few known tables and the reading and giving results of some work on the blackboard. Could they understand other examples involving the same principle, presented differently? Will repeating, mechanically, a few examples lay a foundation for rapid and accurate work in mathematics? No, nor will it aid a child's mind to grow so that he will delight in working and thinking for himself.

I looked at the program and found time given for two recitations in reading. I heard the first one. The time was twenty-five minutes. There was a talk about the new words, about the lesson,

what they had read, etc. Then there was time for *a few* to read a short paragraph, quite a time devoted to *concert reading*, and "time is up."

The teacher said, "we will take the lesson again this afternoon and we will all try to read."

Now if the study hour had been spent profitably, the class should have exhausted that lesson. How were the pupils to interest themselves in the old lesson again? Either they had not studied intelligently or they were tired of the lesson. Will repeating lessons remedy either of these?

A lesson should not be so difficult for a child to read that it requires repeating. There should be more reading of the same grade so that a new lesson will not be noticeably harder only different.

Again, I do not wish to criticise the talking of the lesson, but have a place for it. *Before* pupils study the lesson the new words should be developed and talked about. *After* reading the lesson, there can be a time for the discussion about what has been read. But while they read, have them *read, each child read*, and read all that you can give him time to read.

Concert reading will not make free, ready, intelligent readers. Neither does it cultivate a taste for reading. And these are the main objects of teaching reading.

This seems to be an age of fads and they are found in the school-room. When our pupils have folded papers into all the simpler forms, have made these forms with wires, tooth-picks, shoe pegs, etc., then we must expect them to have a definite idea of these forms.

While we have a place for language on our program, do we not forget that children are using language all day very often more incorrect than any heard or spoken of during the language recitation.

While we agitate the question of "spelling book," and the advantages of both oral and written spelling, let us not forget to have our pupils learn to spell.

In all lines of instruction there seems to be a call for more real, genuine work and less of the shallow-show work which is so often hidden under the title "new methods."

I say hidden under this title, and by that I mean that our methods of to-day, which should be so helpful, are abused and made to "cover a multitude of sins." Why? Because there is no principle

in the teacher's mind and she uses the name *method* for some *form* she has seen used.

All true methods depend upon principles and the teacher who does not have in mind the underlying principles, had better let the *form alone*.—*Iowa Normal Monthly*.

NOTES AND QUERIES.

QUERIES ANSWERED.

Q. 251.—The projection on the north boundary of Minnesota, near and including a part of Lake of the Woods, was according to the Webster-Ashburton treaty. Parties informed Mr. Webster on the sly that a rich gold mine was in that vicinity, and insisted that we have that region reserved to the United States. He did so, to the wonderment of the English Commissioner, but the mine failed to materialize.

B. F. REMINGTON.

Staples, Minn.

In answer to query 251, p. 486, I would refer to "The Old North-west," by B. A. Hinsdale. Read Note, p. 187-8. It embraces Art. 2 of the Treaty of Paris. See also p. 190.

H. F. A.

Q. 253.—The tides run from East to West because the earth moves upon its axis from West to East faster than the moon moves in the same direction in its orbit.

H. F. A.

Q. 261.—The mark used by Webster to indicate the sound of a in care is called the caret.

A. H. MAY.

Caret; although it may be called a circumflex, which is a character, or accent, denoting a rise and fall of the voice on the same long syllable, marked in Greek with a tilde, and in Latin with a caret.

F. J. BECK.

J. C. Myers, C. F. Hanselman, J. R. C. and F. N. call it a caret. J. Webster, A. L. Beck, M. Tope, and F. M. S. call it circumflex. There seems no propriety in calling it a caret. See Webster, under "caret" and "circumflex;" also under "Arbitrary Signs Used in Writing and Printing," Art. IX, "Typographical."—Ed.

Q. 262.—Reading, 'riting, 'rithmetic, all commencing with "r" and being THE three important branches under the old regime gave rise to the familiar "three R's."

J. C. MYERS.

It originated from an abbreviation of the backwoods expression for the three branches usually taught in the "district school" in "ye olden time" viz.; "'Readin, 'Ritin and 'Rithmetic."

J. R. C.

The origin of the expression, "the three R's" is undoubtedly from a sentence spoken by the late Dr. Burchard. In 1884 several hundred ministers tendered Mr. Blaine a reception. Dr. Burchard was chosen to address Blaine, and as he neared the close of his address he practically used the following words: "And we admire and welcome you, Mr. Blaine, as the steadfast opponent of rum, Romanism and rebellion."

MERVIN DAY.

Ada, O.

We think the expression originated prior to 1884, but its application to Dr. Burchard's famous peroration is certainly not inappropriate.—ED.

Q. 263.—The farthest northern point reached by any Arctic explorer was that reached by the Greely expedition which started in 1881, and reached latitude $83^{\circ} 24'$ North, and $44^{\circ} 5'$ West.

A. H. MAY.

The extreme point reached by Arctic explorers, as yet, $83^{\circ} 24'$ was reached by Lockwood, in the Greely expedition, 1882.

A. L. BECK.

Two of Greely's party, Lieutenant Lockwood and Sergeant Brainerd, reached $83^{\circ} 24'$, North latitude, the highest point yet attained, in 1883. In 1875, Sir George Nares, commander of the *Alert*, reached $83^{\circ} 20' 26'$ North—highest point reached by any ship.

F. J. BECK.

Q. 264.—The renal vein which conveys the blood from the kidneys to the vein emptying into the right auricle of the heart, carries the purest blood in the body; the blood having been purified and oxygenized in the lungs and had its salts, gases and other impurities taken out by the kidneys.

M. TOPE.

The pulmonary vein; it having just been oxygenated in the lungs.

F. J. BECK.

F. M. S. agrees with Mr. Tope. Fee Naylor and J. R. C. take Mr. Beck's view.

Q. 265.—Copulas, or verbs of incomplete predication are verbs that do not fully express the idea to be asserted unless followed by some other word, as a noun or adjective, to complete the predicate. Thus, the grass *is*—(green); the rabbits *are*—(running); the board

appears—(black). There is no complete predication or assertion till the word *green*, *running*, or *black* is added. Note the difference between this and cases in which the verb *to be* predicates or denotes *existence*; as, there was a giant—a giant existed.

F. J. BECK.

Any transitive verb is a verb of incomplete predication because it requires a completing term. Thus, in the sentence, "The general sent a message," "sent" is a verb of incomplete predication, because it requires the complement, "a message."

O. M. SOULE.

Q. 266.—Class criticism is invaluable to arouse an interest in the recitation. The class should do the criticising as much as possible and not the teacher. However, the teacher should guard against mere fault finding. The good points should be noted as well as the bad.

A. H. MAY.

It must not be permitted to degenerate into a spirit of personal rivalry; neither should it be allowed to monopolize time which should be devoted to other exercises.

J. R. C.

See also Louise John's answer at length, elsewhere in this number of the MONTHLY.

Q. 267.—I think freedom should be allowed to the extent of ordinary talking and walking about the room, and of running and playing in such games as "prisoner's base," "ball," etc., on the play-ground. Some games, as "snake-dance," are dangerous and objectionable. Boisterousness in general should be prohibited.

M. TOPE.

Allow a large degree of personal liberty. A good law is to allow each pupil all the liberty he wants, provided he does not interfere with the rights of others. A good deal will depend on the location of your school-room. If it be isolated a good deal more liberty may be allowed than if it be in close proximity to dwellings; especially if the contiguous houses be occupied by aged or sick people. Again, your school-room may be close to a church in which services are being conducted during intermission. Certainly a greater degree of quiet should be required then than when no such services are held. Your school-room should never be turned into pandemonium; neither should the rigorous rules of the penitentiary be enforced. Between these extremes the line must be drawn; and just where will be determined largely by your location and environment.

J. R. C.

The school-room is not the place for play during any intermission, except when the weather is inclement; and even then noise and boisterous behavior on the part of the scholars should not be allowed. If it be necessary to exercise indoors, let the school march and sing in orderly fashion.

A. H. MAY.

Q. 268.—That they be cleanly enough not to be offensive; and be presentably attired.

J. R. C.

The teacher's persuasion and influence should be strong enough to prevail in most cases; but where these prove inadequate, the power of authority should be brought to bear to the extent of securing a fair degree of cleanliness. The writer once sent a whole family of children home, with a written message to the parents to have the filth and vermin removed before sending them back to school.—ED.

Q. 269.—It is not reasonable to expect as good order during the temporary absence of a teacher as during his presence. Children are not all angels. We must remember our own school days. But no teacher should be afraid to leave the school to itself for a short time. Pupils are benefitted by being trusted.

Excello, O.

T. E. KEELOR.

Most Certainly. If it be not attained there is something wrong.

J. R. C.

Yes, if the teacher is a success.

J. C. MYERS.

It is. The mere temporary absence of the teacher should not change the demeanor of the pupil, but he should be occupied with work, his mind being bent on the work before him regardless of the absence or the presence of the teacher.

A. H. MAY.

It is reasonable to expect good order in the absence of the teacher, but not as nearly perfect as if the teacher were present.

A. L. BECK.

No, it is not, from the very fact that all schools have some noisy and boisterous pupils, who in the absence of the teacher will create some disturbance.

F. M. S.

No.

M. TOPE.

Q. 270.—Since the amount actually received for the goods was a gain of 20%, you must have received 120% of \$640, or \$768; since you lost 20% by bad debts, \$768 must be 80% of the selling price. $1\% = \frac{1}{80}$ of \$768 or \$9.60 and $100\% = 100$ times \$9.60, or \$960, the selling price; since you reduced the price asked 20%, the selling price, \$960, must be 80% of the price asked. $1\% = \frac{1}{80}$ of \$960, or \$12 and $100\% = 100$ times \$12, or \$1200, the price asked.

Columbia, Tenn.

C. M. CHARLES.

The above solution is correct, and so say F. M. Shields, of Coopwood, Miss., Guy McElwain, Mervin Day, F. J. Beck, A. H. May, J. C. Myers, A. L. Beck, G. W. Ludy, M. Tope, and C. F. H. F. M. Schatzmann and M. Brelsford got \$1120, and Ida J. Hetzler gets \$1280.

All our readers are invited to take part freely in these query-box discussions. Write plainly, on one side of the paper, sign your name or initials to each query or answer, and see that your contributions arrive not later than the 20th of the month. Many of the answers this month are unusually good.—ED.

QUERIES.

271. What is the origin of our custom of setting apart a day each year for thanksgiving? F. N.

272. What is meant by the Theban Cycle? State authority. F. J. B.

273. Can a teacher whose certificate contains only the common branches, legally draw his pay for teaching a school having in force a duly prescribed course of study which contains algebra, Latin, etc? A. B.

274. What is the penalty for a teacher's changing the date of his certificate, or adding to it branches not originally included? A. B.

275. What U. S. Bonds are still unpaid, what interest do they bear, and when due? F. N.

276. Who was the Mill boy of the slashes? And what are "the slashes?" J. WEBSTER.

277. To what extent can written examinations be profitably conducted in country schools? E. S. J.

278. The fear of being discovered has made *him accustomed to return* early. Dispose of words in italics.

WILL LEONARD.

279. Save that from yonder ivy mantled tower,
The moping owl does to the moon complain
Of such as wandering near her secret bower,
Molest her ancient, solitary reign.

Parse "that," and tell what noun is omitted after "such."

J. D. ALEXANDER.

280. Two columns are standing on a horizontal plane; one is 75 feet high, the other 50 feet, and the distance between them is 30 feet. How much of the long one must break off so that, in falling, the broken part will exactly rest on the top of the other column?

J. B. BOWMAN.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

We would kindly remind those who subscribed for the MONTHLY at the summer institutes and accepted our offer of *three months of grace*, that the time is almost up. To prevent all chance for mistakes or misunderstandings, we name Dec. 1 as the date of expiration of this period of grace. All institute subscriptions paid prior to that time will be received at club rates; all not paid by that time will be charged at the regular price, \$1.50.

We hear much less about "breaking the will" of the child than formerly. We are beginning to learn that the right thing to do is to train the will, not to break it. The intelligent child with will well trained is docile and obedient. The *School Journal* mentions the case of a Pennsylvania teacher who announced to a refractory boy that he would break his will for him, and proceeded to do it with a big stick. But beating with a stick did not accomplish it. The boy's sister said, "you can never make him give up by whipping." But a polite request from one of the older girls in the school secured a prompt compliance. The teacher should strive to find out the more excellent way.

A new candidate for favor among teachers is *The Primary School*, edited by Ellen E. Kenyon and published by The Teacher Co., New York. It is issued ten times in the year, at \$1.00. It is announced as a journal of material, methods, and devices for the work of the first four years in school. The first issue was for September of this year and contains the following departments: Editorial, Theory and Practice of Teaching, Language and Reading, Writing, Number, Form Study and Drawing, Manual Training, Music, Elementary Geography, Plant Study, Animal Study, Human Body and Calisthenics, Kindergarten Applications in Primary Teaching, Information Lessons, Rostrum, and Miscellany. We will furnish the OHIO EDUCATIONAL MONTHLY (\$1.50) and the *Primary School* (\$1.00) for \$2.00.

Professor Shipman's article on the Higher Education of Women, elsewhere in this number of the MONTHLY, is at once sensible and spicy. We feel sure our readers will enjoy it. It is a modified form of a paper recently read before the North-Eastern Ohio Teachers' Association at Elyria. The ground in favor of the higher education of women is well taken and well maintained. There is no reason in woman's nature or in the requirements of her sphere against the fullest development of all her powers; and experience has fully shown her ability to cope with her brother in the college class-room. The objection that the higher education of woman is detrimental to the best interests of society, in that it tends to lead her away from the home and to fill her with false and shallow notions of independence and a vain ambition for a wider career, is skillfully and justly treated. As Professor Shipman well says, "a girl may go to college without becoming a crank or a fanatic; she may be a scholar without losing the peculiar charm and sweetness of feminine life."

O. T. R. C.

MR. EDITOR:—As you put into words your desire to have some notes of reading circle work, I shall try to report from down here on the Nimschillen;

We have in operation two substantial classes; one meeting Friday afternoons; the other, Monday evenings; each, three sessions per month. The program for a while will consist of psychology, the Current and the Tempest, each led by a different conductor.

Dr. Gordy's little book is well adapted to our use, and discussions upon mental facts, necessary beliefs, consciousness, attention, are in the air. We pray that fresh power to kindle the last named may come down. One reporter reporteth that he finds Kay's chapter on "Mind, Conscious and Unconscious," very stimulating; likewise Dr. McCosh's early chapters on "Intuitions." Doubtless the ignoble dust will be brushed from divers copies of Sully.

One way we use the Current is to have the paper in hand, and such paragraphs as the conductor directs are read and commented upon. This provokes thought, does not do much for memory, but might help recall the evanishing art of good oral reading.

Another method is hit upon when the conductor prepares a list of questions which can be answered by those who cultivate with success the noble exercise of silent reading; who read, understand, remember, therefore know, therefore can tell.

The output from this work is greatly helpful in many class-rooms. It does not lead to flights after the infinite, nor drop plummets into the unfathomable, but it is interesting to healthy minds, and promotes a growth in intelligence.

In my next, I will propose a set of present history questions based on the October Currents, unless the editor thinks I'd better leave them in the ink-bottle.

B.

Editor thinks better get them out of the ink-bottle and start them this way.

The Free Education Act now in force in Great Britain has had the effect to stimulate to activity the friends of church education in that country. A recent church congress gave prominence to the topic, "Church Education: Its Present State and how to Improve it." One speaker conceded that "the ordinary artisan regards the church as educationally standing in his path, believing not only that churchmen have religious scruples, which he can respect, but that they object to his children obtaining good secular education." Another admitted that the church system of elementary education is in a critical state, that the late education act has profoundly affected the stability of voluntary schools, and that the church schools do not contrast favorably with the public or board schools.

The prevailing sentiment seemed to be that the church should not only not obstruct, but throw herself heartily into the work of national education. She should labor to disabuse the minds of the industrial class of the notion that in this matter of the schooling of their children she is an antagonistic force. It was felt to be the duty of churchmen to accept the situation frankly, to throw their influence against the separation of religious from secular instruction, to do the best they can with the religious instruction, supplementing it in the case of church children, and "to make it apparent that their dislike to board schools' religious instruction, which is often a great deal better than it is supposed to be, does not in the least interfere with their willingness to help on the good secular education which is given in the board schools."

It is gratifying to see this liberalizing tendency. May the day come speedily when free popular education shall be universal, when every vestige of priestcraft and sectarian bickering shall disappear from all educational institutions, and when education shall mean the right, free, and full development of all the human powers.

A LARGE CLAIM.

TO THE EDITOR OF THE OHIO EDUCATIONAL MONTHLY:—A circular entitled, "A two years normal course *vs.* a four years college course," has recently come to hand. Its statements are so incorrect and misleading, that it ought not to go uncontradicted. If they came from any other source than Lebanon, such things would be surprising; but we are accustomed to look for almost anything in the way of claims from that quarter. I write with the kindest feeling toward, and I trust with due appreciation of, normal work as such. I am myself a graduate of a normal school, in a state where such institutions are established by law, and their diploma is a life certificate to teach anywhere in the commonwealth. I also know what it means to earn the A. B. degree in college. When, however, a normal course of two years (50 weeks each), with one year of preparation, more than half of which is given to the common branches,—when such attainments are paralleled with four years of work in college, with three or perhaps four years of preparation, shall we laugh, or sneer? We feel like doing both at once. Even supposing

that, by the magic methods of normaldom, a pupil could study with as much proportionate effectiveness for fifty weeks in the year as at college for thirty-eight, the figures do not hold out. The mathematics of the matter goes limping. Why are such preposterous claims made?

The false and bitter spirit which Lebanon evidently holds toward the colleges appears in this from its catalogue, page 42: "The curriculums of most colleges are the imitations of preceding curriculums, which have been handed down through the ages, devised by a narrow monasticism, enforced by bigoted priesthood, and upheld in foreign countries by an aristocracy of blood, and in this country by the caste of wealth." If space permitted, similar quotations could be made *ad libitum*. Are we to believe that college men generally are fools, or old fogies? The truth is that a graduate of "The college of Liberal Arts of the National Normal University" would probably have trouble in gaining admission to the sophomore class of an average Ohio college; and it is doubtful if he could enter the freshman class of Harvard University. The amount of vituperation, misrepresentation and abuse which the managers of the National Normal University have striven to heap on the colleges is monumental in its audacity and its bitterness. What is the *animus* of this business? Why should these things be?

W. D. S.

THE COUNTY INSTITUTE AND THE COUNTY EXAMINER.

There is an unfortunate gap between the institute and the teachers which a little legislation could easily close up, and which, when closed up, would make the institute much more efficient and extend considerably the influence of the examiners. The missing link is the examiners. The institute needs the examiners, and the examiners need the institute, and the teachers need the examiners at the institute. The examiners have more influence in a county than the institute, of course. The teachers care a great deal more for the questions of the examiners, than for the questions of the institute instructor, especially, if the examiner asks his questions at the institute. I am speaking now of the average younger teachers, who form the larger portion of the institute attendance. I will guarantee a good attendance at any institute at which I can guarantee the regular, approving attendance of one or more of the examiners, whether the examiners instruct or not. Especially can I do this, if it is understood by the teachers that at future examinations' questions will be asked based upon the instruction at the institute. Again, I will guarantee the entire success of a purely professional institute upon the same conditions. More, the *inside* explanation of the lack of interest, irregular, and partial attendance upon the institutes, is the positive impression, which prevails throughout the county, that no examiners will attend the institute, that no questions will be asked at examinations based upon the institute work, that in granting certificates no account will be taken of attendance upon the institute—in other words, that the examiners have nothing to do with the institute and that

the institute has nothing to do with the examiners, and so it will in no way affect the chances for a certificate.

Now, I am not saying that no institute can be a success without the presence of an examiner. There have been many such, and in counties, too, where it has been understood that the examiners were positively opposed to the institute, because of some personal pique at its management. My statements are, of course, of the average institute under the average circumstances. The missing examiner is the missing link. Here is the gap and the examiner alone can close it. In many counties he does close it, and in all such cases the institute is most successful. There are many examiners throughout the State who have that large sense of their own responsibilities, that genuine interest in the profession of which they are the sole guardians, which prompt them to attend the institute regularly, to share in its instructions, to approve of its methods, to become acquainted with the teachers, to recognize their faithfulness and ability as shown at the institute, to accept hints as to methods and incorporate them in their examinations, and, most of all, to let all these data enter as elements into their judgment (as expressed in the certificate) of the ability of those teachers to teach.

Such examiners do such service gratuitously, for the love of the work. The law does not require it of them, the probate judge does not request it, the teachers do not demand it, and if they did, it would make no difference. It is done voluntarily and at great expense of time and money.

It may well be urged that, from every consideration, it is to the interest of the examiners to attend the institute. They are usually teachers and so should profit just as much as other teachers from the work of the institute. It fits them better for their duties as examiners. It in every way enables them better to elevate the professional tone of the county.

But, in spite of all this, in many counties, the examiners do not attend the institute, and there is nothing in the law or in their environment which compels or induces them to attend.

Yet, they are needed. It would be better for the institute, for the teachers, and for the examiners, to attend.

Now what is needed to close up this gap? Simply this:

Let the law be changed so as to make it the duty of one or all of the examiners to attend the institute as a part of their official duties, and let them be paid for this just as much as they are paid for the performance of their other duties, and let the pay come out of the institute fund.

As to what they shall do at the institute, let the circumstances, the teachers, and the examiners themselves decide. The important thing is that they attend, that teachers know they will attend, and that they will attend with the purpose of letting the institute work enter into the granting of the certificate in some particular or general way. Could this slight change in the law be effected, I am sure it would greatly increase the professional power of the institute, greatly enhance the character and

influence of the examiners, and so result in good to the schools and to public education throughout our great State.

R. H. HOLBROOK.

Brother Holbrook writes that the *Exponent* will hereafter be issued quarterly. The MONTHLY is fortunate enough to catch some of the overflow of his ink-bottle.

"QUICKLY AND INTELLIGENTLY RESPONSIVE."

Not long since, I heard a talented minister of the gospel in our city, describing a great meeting held this summer in London. In speaking of one particular audience, he characterized it as "quickly and intelligently responsive." Doubtless, I had heard the words used before in that way, but somehow they had never struck me so forcibly. In thinking of the phrase since, I have known that it was just this quick and intelligent response that made it so delightful to speak at certain teachers' associations and institutes; and that the speaker can never do his best unless these words are descriptive of his listeners. Those persons who can at once establish that sympathy and understanding between speaker and listener which brings about this desirable condition are the persons who have all or many of the qualities constituting true eloquence. But many who have not these transcendent qualities in a high degree, may in a short time so learn the needs of those whom they are addressing and so earnestly desire to minister to them that they can lead their listeners to look where they have looked and to see what they have seen. Then work loses nearly all that is irksome in it.

To make the audience so that it will draw out from the speaker the wealth of his experience and all the earnestness of his soul, tempered and softened by the cheerfulness of humor, it is necessary that the hearers be not only *intelligently* responsive but *quickly* so. When the thought of the hearer does not follow closely the thought of the speaker, it is as though the trailer were left behind—the motor car must return for it.

But when one cannot carry an entire audience along on the track of his discourse, he will find himself almost unconsciously addressing himself to the one of his hearers who is most quickly and intelligently responsive. And by so doing, he, almost imperceptibly to himself at first, draws others into line.

The teacher can never do his best work with a class until his pupils are quickly and intelligently responsive. It is the kind of encouragement that tells him his work is well done. It would be well, therefore, for us to consider some of the things that go to bring about this condition in a class.

The very meaning of responsive involves in it attention on the part of the class. So much has been written on the value of attention that it seems there is very little more that can be said. And yet, like other truths that never grow old is the truth that the power to gain the attention, and to hold it to any subject as long as there is no injury to the

child, is the crowning test of any teacher. So many teachers think, or act as if they think, that there is an "open sesame" to the mind through the words, "pay attention." Tully says in regard to the function of will in attention: "Something further is necessary to that lively interaction of mind and object which we call a state of attention, and this is interest. By an act of the will a person may resolve to turn his attention to something, say a passage in a book. But if, after this preliminary process of adjustment of the mental eye, the subject-matter opens up no interesting phase, no effort of volition will produce a calm, settled state of concentration. The will introduces mind and object; it cannot form an attachment between them. No compulsion of a teacher ever succeeded in making a young mind cordially embrace and appropriate by an act of concentration an unsuitable, and therefore uninteresting, subject." And we add that no such compulsion ever succeeded in making a class "quickly and intelligently responsive." To interest, the child must be turned towards something which he can take hold of. We know how good this is regarded in its literal sense by the followers of Froebel. It is just as true in its figurative sense for all real educators. There is danger that the teacher may talk in language that the pupil cannot understand. I heard one of Ohio's prominent teachers tell this summer that he was a good-sized boy,—almost as tall as he now is,—before it ever dawned upon him that he was to have any thought in regard to what his teacher had said. If he had no thought it would be impossible to be truly responsive. I think it a very good test of whether our pupils do really understand us, the quick and intelligent response shown by the bright eye before the tongue is called upon to speak. It is true that when pupils are somewhat advanced, the indications of such response may not be seen at first, if such pupils have been under the care of teachers who have not hopefully and invariably looked for it. How pupils act when something witty is said or read in their presence is often a test of whether the class is or is not responsive. When children are in their first years of school life, the teacher needs to discriminate between the really "quick and intelligent" response and that simulated eagerness which is often the effort to win the teacher's approval, and sometimes a contagion from the other members of the class,—a contagion which might be said to be merely "skin deep."

For the most valuable response there must be a sympathy between teacher and pupil. There are persons who have the effect of shutting us up within ourselves,—others of even repelling us. The teacher must study very thoroughly the child's nature and remove if possible every trace of such an effect. We must understand not only the intellect but the heart—all that is included in the term soul.

If the teacher supplies all the conditions the child will be not only intelligently but *quickly* responsive. We have heard so much about "American hurry" that too many teachers are leading children to form habits of intellectual slowness. We do not want to *hurry* through books and courses of study, nor on the other hand should we foster the idea that slowness is always an indication of accuracy. Quick response is often an indication of a high degree of concentration. It is true that in

class work the problem of supplying the conditions for a large number of children becomes a problem that taxes our mental energy. We all ought to work more than we do to influence public opinion against very large classes; in the meanwhile working for the individual with a steady purpose that makes certain a quick and intelligent response.

MARGARET W. SUTHERLAND.

O. T. R. C.

DEAR EDITOR:—Permit me to acknowledge through the MONTHLY the receipt of the following membership fees since my appointment in July:

Melissa Anderson, Frankfort.....	\$ 25
Clyde Ackerman, Ada.....	25
Adrienne Gleason, Defiance.....	25
E. C. Hedrick, Sugar Grove.....	25
Kittie M. Smith, Marion.....	25
J. A. Alkire, Pandora.....	25
S. K. Smith, Waverly.....	15 00
Thomas P. Pierce, Loveland.....	25
S. E. Ginn, Madisonville.....	2 50
Louisa John, Delphos.....	25
N. R. Melhorn, Ada.....	3 00
R. B. Bennett, Basil.....	25
L. J. Roberts, Bloomington.....	1 00
W. S. Snook, Van Wert.....	25
W. D. Pepple, Genoa.....	25
Anna Pfeiffer, Columbus.....	1 75
Mrs. Sarah E. Williams, Hillsboro.....	3 50
Fee Naylor.....	7 00
E. A. Jones, former treasurer.....	32 55
Sandy township, Tuscarawas county.....	2 00
Mary E. Jackson, Frankfort.....	25

Total..... \$71 20

CHAS. HAUPERT, *Treas.*

New Philadelphia, Ohio, Oct. 26, 1891.

EDUCATIONAL INTELLIGENCE.

—The teachers of Hardin county held a meeting at Dunkirk, Saturday, Oct. 17.

—The Central Ohio Teachers' Association holds its annual session at Dayton, Nov. 6.

—We hear that school matters are going on well at Greenville, Ohio. The High School is larger than ever before.

—Rio Grande College, J. M. Davis, President, has an attendance 30 percent greater than last year, and the largest senior class in its history.

—The schools of Sidney, M. A. Yarnell, superintendent, had an enrollment for the month of September of 953, with 115 in the high school.

—The schools of Painesville, under the superintendency of Geo. W. Ready, have an enrollment of 700 pupils, 131 of whom are in the high school.

—Cambridge has twenty-three teachers besides the superintendent, E. L. Abbey, and a thousand pupils, eighty-seven of whom are in the high school.

—Alliance, Ohio, has a corps of 34 teachers, with salaries ranging from \$300 in lowest primary to \$850 in the high school and \$1400 for the superintendent.

—The schools of Tiffin are prospering under the superintendency of J. H. Snyder. The enrollment of pupils is nearly 100 greater than it was a year ago. J. D. Luse has charge of the instruction in music.

—There are now fifty teachers employed in the Hamilton schools, with an enrollment of 2272 pupils, under the superintendency of Dr. Alston Ellis. Teachers' salaries range from \$400 to \$1500—superintendent, \$3,000.

—The Fall meeting of the Western Ohio Superintendents' Association was held at Troy, Oct. 29, 30 and 31. No program, but a list of fifty topics was prepared for free discussion. We expect a report of the good things said.

—The Coshocton county institute, Aug. 3, was conducted by Alston Ellis and Warren Darst, each of whom delivered an evening lecture. The teachers were enthusiastic and the session was a profitable one. The officers for 1892 are *Pres.*, R. B. McClelland; *Sec.*, Lillie Thompkins; *Ex. Com.*, Grant Wheeler, D. O. Dean, and G. W. Neutse.

—The twenty-first annual meeting of the Eastern Ohio Teachers' Association will be held at Coshocton, Nov. 27 and 28. A good program has been prepared and a stirring time is in prospect. We acknowledge a very kind invitation to be present, which we surely would have accepted, but for a prior engagement at an institute in Pennsylvania.

—About a year ago we made mention of the fact that the Defiance Board of Education had postponed the opening of the schools for one month on account of prevailing sickness, and had refused to pay the teachers for that time. Miss Kittie Smith, who was then principal of the Defiance High School, has recently collected the full amount of her salary, the Board yielding the case before it came to trial.

—The teachers of Summit county had a good meeting Oct. 10, at Akron. The program as given in our last issue was fully carried out. L. R. Knight, of Akron, gave profitable hints on discipline. C. F. Seese, of Hudson, pointed out what is still lacking. Dr. Burns vividly illustrated the subject of illustration. Commissioner Miller and Candidate Corson occupied the afternoon, each giving an excellent address.

—The Barnesville Board of Education, Joseph Rea, superintendent, has adopted a normal course of two years, including common branches,

algebra, psychology, and methods of teaching. Students in this department must obtain a teacher's certificate before receiving a diploma. There is also a preparatory course which fits for Freshman class in college. There are now 34 students in the senior class, and 5 in the normal class.

—The following names are added to the list of institute instructors published last month:

A. D. Beechy, Norwalk. Subjects not stated.

J. M. Davis, Rio Grande. Grammar, Psychology, Pedagogy, and Physiology.

C. B. Galbreath, East Palestine. Grammar, Literature, Arithmetic and History.

L. W. Sheppard, Sabina. History, Government, Physiology, Geography, School Organization, Arithmetic, Grammar and Writing.

F. D. Ward, Lorain. Arithmetic, Geography, U. S. History, etc.

M. A. Yarnell, Sidney. Geography, Grammar and Language, Arithmetic, Writing, Civics, Literature, Psychology, Theory and Practice.

—The *American Teacher* has the following summary of the flogging record of John Jacob Hanberle, a German schoolmaster. He kept a "flogging diary" during the fifty-one years of his pedagogical reign, and in it he recorded 911,527 strokes of the cane, 124,000 of the rod, 20,989 with the ruler, 10,235 boxes on the ear, 7,905 pulls of the ear, 1,115,800 blows with the knuckles on the head, and threatened 1,707 children with punishment that he did not administer. This made a grand (?) total of 2,190,327 punishments of various kinds in fifty-one years, or an average of about 150 a day, or about 75 genuine flogging blows and an equal number of "knuckles raps." As the sessions were longer then than now, it left him perhaps twenty per hour, but as he could get those in on one boy in about three minutes there was really less interruption than might be supposed.

He made 777 boys kneel on hard round peas, 631 kneel on a sharp piece of hard wood, and 5,001 ride an uncomfortable "square" wooden horse. He also made 22,763 children memorize for punishment portions of the Bible and the catechism.

PERSONAL.

—R. B. McClelland continues his work in the Coshocton High School.

—U. S. McClure has been appointed on the board of examiners for Coshocton county.

—D. O. Dean has entered on his second year as principal of the High School at Canal Lewisville.

—F. H. Kendall is the new principal of the Painesville High School. The school is larger than ever before.

—C. M. Charles, superintendent of schools at Columbia, Tenn., extends greetings and compliments to the MONTHLY.

—S. S. Simpson has entered on his sixth year at Roscoe, Coshocton county. He will soon enjoy the pleasure of dedicating an elegant new building.

—A. M. Bower, late of Ohio, is now principal of the high school at Culloden, Georgia, and he reports a favorable beginning of his work in this new field.

—Prof. G. P. Coler, of the Ohio State University, Columbus, can be secured to conduct institutes. He will send terms and other information to committees on application.

—E. E. Smock, now of Cumberland, O., acted as an examiner in Muskingum county up to May 16, and on the 6th of September served in the same capacity in Guernsey county.

—Supt. W. F. Hufford is now in his third year at LaRue, occupying a new and elegant school building, with a corps of seven teachers and a high school course of four years.

—A. C. Bagnall, of New London, will do institute work in Beaver county, Pa., during the Christmas holidays. He also has engagements for two weeks, in Ohio, next summer.

—W. V. Smith had resigned the charge of schools at Caledonia to engage in business, but a sudden vacancy occurring, he has resumed his labors and the work is going on smoothly and prosperously.

—Prof. Charles B. Wright, a graduate of the Akron High School and of Buchtel College, has occupied the chair of English in Middlebury College, Vermont, for several years past. Middlebury was founded in 1800.

—Mrs. Marie Jacque Kumler has charge of the girls' department of the Woman's Christian Association at Dayton. A home has been bought at a cost of \$40,000, for the accommodation, instruction and improvement of the girls. A good work, truly.

—W. R. Comings is fairly under way at Ironton. On his arrival there he was called upon to fill a vacancy in the corps of county institute instructors, which he did most acceptably. His work in the Ironton schools has started very auspiciously.

—Geo. S. Ormsby is in charge of schools at Yellows Springs, having been appointed by the county commissioners, the board having failed to elect. We are glad to see this veteran educator in the harness again. He will do good work. We followed his lead thirty years ago.

—L. W. Sheppard, late of the Ironton High School, is now in charge of the schools at Sabina, Clinton county, with a fine corps of eight teachers. He writes of an appreciative, prosperous, and trustworthy people, an excellent corps of assistants, and a high school of earnest, courteous young people.

—We made mention some time ago of the death of Prof. Elmer H. Stanley, of Oberlin, who had always identified himself closely with the cause of popular education. He was president of the North-Eastern Ohio Teachers' Association for 1890. Memorial services were held at

Oberlin Sept. 28, in the presence of a large assemblage of professors, students and citizens. The students have prepared a memorial pamphlet with good portrait, which may be obtained by addressing Herbert R. Chapman, Oberlin. The price is 20 cents a copy, post-paid.

—In the death of Robert W. Steele, at Dayton, Sept. 24, the community in which he lived lost one of its most worthy members, and the cause of education one of its most ardent supporters. He was graduated at Miami University in 1840, and entered upon the study of law; but physical infirmity prevented his engaging in the practice. He gave most of his life to the welfare and up-building of society. He was for more than thirty years a member of the Dayton Board of Education, serving as president for twelve years. He was one of the founders of the Dayton Library Association, and for many years a director and president. In short, he identified himself with every enterprise which had for its object the uplifting and ennobling of his fellow-men. The Dayton Board of Education, in special session, adopted resolutions of respect and sympathy, ordered the schools dismissed on the afternoon of his funeral, and resolved to attend the funeral in a body.

We remember with pleasure an evening spent at Mr. Steele's home, in company with Dr. Venable, at the time of the institute at Dayton two or three years ago.

Mr. Steele was at one time a contributor to this magazine as well as to other papers and periodicals. A personal friend pays him this well-deserved tribute:

"Mr. Robert W. Steele possessed a noble heart, a generous soul and a firm intellect. In manners he was enchanting; a kind and gentle heart he had to comfort friends. He was all that is fair in man, all that was noble. In the language of Emerson, 'he could not frame a word unfit, an act unworthy to be done.' His thoughts were ever immaculate, and he justly deserves the high commendation, true applause and love of Dayton's citizens."

BOOKS.

Some months ago we made mention of the appearance, from the press of Robert Clark & Co., Cincinnati, of a volume by the well-known author, Dr. W. H. Venable, entitled "*Beginnings of Literary Culture in the Ohio Valley.*" It is a work of exceeding interest. It tells in a most entertaining way of first newspapers, first books, first libraries, first schools, first literary societies, early writers, teachers, preachers, etc. The author speaks of it as a "repository of accumulated notes," but the reader will not think of it as such. Under the author's artistic hand, the "accumulated notes" have been transformed into a fascinating story. Speaking of the pioneer poets of the wild west, he says:

"The wilderness swarmed with migratory poets; they came in flocks like the birds; they chirruped from log-cabins, caroled from floating barges, chanted from new garrets in fresh-sprung villages. . . . The restless John Filson set the dangerous example of verse-making at Beargrass as long ago as June, 1788. . . . The first person who appeared in the character of poet in the territory north-west of the Ohio, was Return Jonathan Meigs, Jr. . . . a graduate of Yale Col-

lege, who studied law, rose rapidly from honor to honor, becoming supreme judge, U. S. senator, governor of Ohio, and postmaster general. Always fond of intellectual pursuits, he was a life-long patron of literary men and institutions."

A copious index at the end of the volume makes it easy to refer to any of the numerous persons and incidents mentioned. The book is worthy of a place in every library in the land. All our high-school pupils should have ready access to it.

Studies in American History. By Mary Sheldon Barnes, A. B., and Earl Barnes, M. S. Published by D. C. Heath & Co., Boston. \$1.25.

A large part of this book consists of judicious selections from original sources. The men who made history are summoned to speak for themselves. It is the "seminary method" practically wrought out. We have found it hard to lay the book down, so fascinating is it. The events in our country's history are made to move before the mind like a panorama. By striking extracts from letters, diaries, speeches, papers, books, etc., of each period under consideration, the events are made very vivid and real. The great conflict which culminated in the civil war of '61 is vividly portrayed in a few terse sentences from the great speeches of Calhoun, Clay, Webster, and others. It makes an old teacher feel stirrings and longings within for the privilege of piloting a class of earnest young people through the subject, with such a text-book as this.

Conduct as a Fine Art. *The Laws of Daily Conduct*, by Nicholas Paine Gilman, and *Character Building*, by Edward Payson Jackson. Houghton, Mifflin and Co., Boston and New York. \$1.50.

We have here two books in one. The American Secular Union, of Philadelphia, offered a prize of *one thousand dollars* for the best essay, treatise or manual adapted to aid teachers "to thoroughly instruct children and youth in the purest principles of morality without inculcating religious doctrine." The two productions contained in this book were adjudged the best offered and of about equal merit, and the two writers shared the prize equally. The whole undertaking seems like an effort to find a way to be good without God. We shall have more to say of the book when we have had time for a more thorough examination.

Our American Neighbors, by Fanny E. Coe, is Book IV of *The World and Its People* Series, edited by Larkin Dunton, LL. D. Published by Silver, Burdett & Co., Boston. It is a charming description of the countries and peoples of the Western Continent outside of the United States. Its vivid word-pictures of the countries, the plants, animals, people, and the characteristics of life in city and country will surprise and delight readers, young and old, and tend to form clear conceptions of this part of the world as it is. It is good reading for either home or school, and may precede, accompany, or follow the systematic study of the geography of these countries.

Stories of Industry. Two volumes. By A. Chase and E. Clow. Educational Publishing Company, Boston, New York, and Chicago.

These books are well written and highly illustrated—well calculated to interest and instruct young people concerning the arts and industries

carried on in this busy world. Coal—what it is, where and how obtained and its uses; the various metals and their manufacture; lumber, ship-building, etc.; the manufacture of glass, clothing, carpets, etc.; grains, meats, and other articles of diet; paper, printing and book-binding, are some of the leading topics. If the young people of this day do not become intelligent, it will not be the fault of the book-makers.

The Cecilian Series of Study and Song. Edited, Arranged and Composed by John W. Tufts. Published by Silver, Burdett & Co., New York, Boston, and Chicago.

This series consists of four books, the last of which is on our table. Books I, II and III are in press. Book IV is a neat quarto bound in cloth, pages xxxii and 160, for mixed voices, comprising study in tune and time, part-songs and choruses, occasional, patriotic, and sacred selections, for the use of schools and choruses. It is adapted for advanced grammar grades and high schools, being of a somewhat higher grade than the ordinary song books in use, yet not too difficult for schools of the grades named. The musical part of our family pronounce it good, after trial.

Ethics for Young People. By C. C. Everett, Professor of Theology in Harvard University. Ginn & Co., Boston.

The author defines ethics as the science of morality, and says it is called a science because it presents the principles of morality in a systematic form, and seeks to find the basis on which they rest; yet we fail to find any statement of the basis on which the principles of morality rest. Fortitude, courage, contentment, self-control, self-reliance, truth, honesty, patriotism, and other virtues are commended; duties to one's self and duties to his fellows are enjoined; but there is not a word about duty to God, the first and highest duty of all men. To fear God and keep his commandments is the whole duty of man. The single thought, "*Thou God seest me,*" wrought into the soul of a child, is worth more in the formation of its character than all the godless ethics men may write.

Glimpses at the Plant World, by Fanny D. Bergen, is finely illustrated and written in conversational style, to interest young people in plant life. It can scarcely fail of its purpose, if once put into the hands of young readers. Published by Lee & Shepard, Boston, 1892. 75 cents.

Shelly's Defense of Poetry. Edited, with Introduction and Notes, by Albert S. Cook, Professor of the English Language and Literature in Yale University. Ginn & Co., Boston.

Those familiar with Sir Philip Sydney's *Defense of Poesy* will find interest in the editor's comparison of the two. He maintains that Shelley's historical perspective is larger and juster than Sir Philip's—that while Sidney could not see a decade in advance, Shelley was able to gaze critically at the past and hopefully into the future.

Lessons in Language. By Horace S. Tarbell, Supt. Public Schools, Providence, R. I. Second Book. Ginn & Co., Boston.

This book, designed for higher grammar grades, is a combination of

grammar and composition, in such connection as to make the two subjects mutually helpful. It includes analysis and punctuation and provides ample practice in epistolary, social, business, and parliamentary writing, as well as description, narration, reproduction, paraphrase and essay-writing. The book is manifestly the work of a wise teacher, and well adapted for the purpose intended.

MAGAZINES.

The Century has just "come of age," and in its November number begins its twenty-second year with some notable "features."

The feature which is likely to attract the most attention is probably the new novel, "The Naulahka," by Rudyard Kipling and Wolcott Balestier, the latter a well-known American now living in London. This is Mr. Kipling's first experience in collaboration, and the story is not only international in authorship but in plot.

Under the title of "A Rival of the Yosemite," John Muir, the California naturalist, contributes the first fully illustrated description which has been made of the great canon of the South Fork of King's River. Although this canon is well known, it has been but little visited, and the illustrations (of which there are nine, of full-page) will be in the nature of a revelation of the wonderful scenery of this region. Mr. Muir suggests the inclusion of this region in a grand National Park, of which the Sequoia Park shall be the center.

The death of Mr. Lowell is further commemorated by a paper of literary criticism by Mr. George E. Woodberry, the newly appointed professor of English poetry at Columbia College. Accompanying this article are a new full-page portrait of Mr. Lowell, engraved by T. Johnson, and a brief article by Joel Benton, introducing a notable letter from Mr. Lowell replying to criticisms upon him for his political poems of 1875.

The North American Review has ten striking articles, besides the usual notes and comments. Russian Barbarities and their Apologist, by Dr. Hermann Adler, is a reply to Goldwin Smith's "New Light on the Jewish Question," which appeared in the *Review* for August. The four mayors of four large cities have a Symposium on How to Improve Municipal Government. Senator Voorhees makes a Plea for Free Silver. Mrs. Sherwood complains of the Lack of Good Servants. Justin McCarthy tells how the women are coming to the front in England. These and other important articles make this a number that fully sustains the well-earned reputation of this popular magazine.

Scribner's Magazine for November contains several notable illustrated articles on countries that are little known to American readers—including the first of several papers by Carl Lumholtz (the author of "Among Cannibals") on his explorations in the Sierra Madre. His expedition is conducted under the auspices of the American Museum of Natural History of New York, and the American Geographical Society, and the results will first appear in *Scribner's Magazine*. There is also a striking paper by Napoleon Ney, the grandson of the great Marshal of France,

on the proposed Trans-Saharan Railway, which the French Government has approved. A sixth article in the Ocean Steamship series, is John H. Gould's description of the "Ocean Steamship as a Freight Carrier." Andrew Lang gives another instalment of his literary recollections, and there is an entertaining paper by a Harvard graduate, recalling "Mr. Lowell as a Teacher." This and other features make this a number of unusual interest.

The *Educational Review* for November is strong in every department. President Hyde, of Bowdoin points out in a striking way what is to be the policy of the small college, now that great universities have been developed. Dr. William H. Maxwell has a scholarly paper on the Literature of Education, that is full of information and suggestion as to the teacher's reading. Miss Annie Tolman Smith describes in detail the provisions made in Europe for the pensioning of superannuated teachers, and suggests the inauguration of a similar policy here. Prof. Wm. B. Smith, of the University of Missouri, in a novel article entitled *Twelve versus Ten*, argues for the overthrow of the decimal system of numeration.

The discussions on City School Supervision and Practice Teaching are continued by Superintendent Greenwood of Kansas City and Chancellor W. H. Payne of Nashville, Tenn. There are also articles on Women as Teachers, Recent Changes in the Regents' Examinations in New York, The New School Law for St. Paul, Minn., the Socratic Method of Teaching, and the Educated Proletariat of Germany.

The November *Arena* comes well laden. A Paradise of Gamblers, Protection or Free Trade, Bismarck in the German Parliament, The Doubters and the Dogmatists, The Woman Movement, New Testament Symbolisms, The True Politics for Prohibition and Labor, Sunday at the World's Fair, and The Heart of the Woods are the principal titles. The Editorial department is filled with words that burn. Pharisaism in Public Life, Cancer spots in Metropolitan Life, The Saloon Curse, Hotbeds of Social Pollution, and The Power and Responsibility of the Christian Ministry are topics that receive the editor's attention. The book department has a long review from the pen of Howard Mac Queary of "Gospel Criticism and Historical Christianity," a late work by Dr. O. Cone, President of Buchtel College.

Miss Isabel F. Hapgood has translated a large number of Tolstoy's books and Miss Isabel F. Hapgood has been journeying in Russia. What more natural than that she should see "Count Tolstoy at Home," and what still more natural than that she should make this the title and subject of a paper in the November *Atlantic*. There has not been a more vivid or appreciative sketch of Tolstoy yet written. Miss Hapgood, although admiring his great gifts, is not a blind adherent of his changeable philosophies. And her sketch is so clever, so trenchant, so well-bred, that it must be read if one would understand Tolstoy better than he understands himself. Here is a bit of useful information: The name Tolstoy with the y is the writer's own way of spelling his own name, and not a typographical error.

— THE —
OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

— AND —
THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

Vol. XL.

DECEMBER, 1891.

No. 12.

THE WILL: ITS MECHANISM AND TRAINING.

BY F. B. SAWVEL, GREENVILLE, PA.

The mechanism and training of the *will* is of great practical value and concern in every grade of educational work, from the kindergarten to the university. The present healthful tendency to simplify in scientific classification is the natural result of extended observation and experiment, and deepened insight; and the science of mind shares in the gain. Instead of forty or more distinct faculties we have a few fairly well defined activities or stages in continuous activity.

By this, the mind is not to be understood as in any sense made up of parts; but rather as an undivided and indivisible unit whose activity may be viewed at convenient steps or stages.

If perception be taken to express the receiving acts of the mind, memory, the sum of the representing acts and powers, reason, the power of adjusting the mind's materials to ends, the will may justly be designated the activity and power of the mind with reference to the external—a carrying *outward* of the mind's states, impulses, or desires. To make the enumeration complete, intuition or immediate perception may be added.

The exercise of any one or more of these powers may furnish an impulse to the will; as one act of the will may occasion its own activity, though the mind cannot will *to will*.

Perception stands closest to man's physical nature and furnishes such impulses as ordinary sensation, appetites, hunger, thirst, etc.; while in the region of memory in the sense of re-presentation, is not the will manifestly active in the choice made by the creative imagination, and in the execution of this or that as conforming to design or end?

To the third belong the impulses furnished by the intellectual and moral judgments and reason. By moral judgments or reason I mean simply the ordinary activities dealing with moral material or questions of right and wrong. In fact, the products of the mind differ because the materials differ and not because there is a new power or even a difference in the activity.

The feelings as activities would be no exception, or as Herbert Spencer puts it, "No kind of feeling, sensational or emotional, can be wholly freed from the intellectual element." *Psy.*, Vol. 1, 463.

Differing from the foregoing division of the mind's activities is that apparently much simplified conception, as composed of feelings and relations of feelings. According to the latter view feelings are primarily of *three* orders: those indicated by forces or shocks of the external world, those of internal objective origin, and those of subjective origin.

By borrowing a part of what Mr. Spencer, the author referred to, calls feeling and naming it *perception*—an active state or the mind in movement—the divisions would correspond to those given above; as from feeling and relation of feelings he derives memory, reason, feeling, and will in turn. He would make thinking, or the conscious adjustment of an inner to an outer relation, to exhibit memory, reason, feeling, and will as the whole of the mind's action viewed at different points or on different sides. Whatever view or division be accepted it must be conceded that the mind's action is a unit whose last step when completed or satisfied is WILL. As a faculty, it has been uniformly designated as the soul's power of self-direction or choice; or better, "its power to determine the kind and extent of its own action; but as function or activity it is the soul in movement."

I have purposely considered the mind as movement and especially the will as outgoing movement toward or terminating on the object, end, or impulse which elicited its activity; and this be-

cause it is activity with which the practical work of education has to do. If the will's exercise—working, be properly cared for, the faculty or power will take care of itself; for here as in all mental operations, the reward of performing one act is the power to perform another.

The capacity to will indeed is innate; but the capacity increases—the faculty grows only by activity, movement.

1. It stands in immediate relation to all other activities, even to the extent of controlling all conscious activities save the originating of its own activity. It cannot "*will to will*," for whatever the impulse, the will is the expression in each and every instance of the out-going of the "actually existing self at the moment of volition."

Some writers remand its exercise wholly to the moral sphere. It is true the richest fruitage of its development is likely to be found in this sphere; because here once and always are concerned man and fellow-man in the higher and more vital relations of existence; but wherein the moral quality of an act of mere physical convenience consists, as turning this leaf, does not seem clear.

A sound reaches the ear or an object flashes before the eye and the head is voluntarily turned to repeat the sensation, strengthen the percept, or complete the concept; a landscape is viewed or a pleasant conversation engaged in to-day, and to-morrow we voluntarily reproduce step by step the former experience and are again filled with joy or convulsed with laughter; a difficult geometrical demonstration fails and with much effort and more wrath each premise and inference is developed anew. Again, a fellow-being is in distress or manifests the supreme happiness of the dying christian, and thereat selfishness and unblushing sin turn to voluntary resolves for a purer, nobler life.

If the above explication is correct and the instances well-chosen, every consciously voluntary movement of the soul outward toward the object or impulse that elicited its activity, is will. This may take place at any stage of thought and with reference to any kind of thought-material, or subject matter.

2. From its mechanism we derive its fundamental principle of growth, viz., will is trained by willing, or activity is its only source of increase in quantity and quality. Methods of training the will naturally follow.

First, then, every mental act should be carried to the region of the will, or, at whatever stage the activity is interrupted, it should there be turned into choice—on itself, on the impulse or end sought.

If the case of false or immoral thought be instanced as objection, the answer manifestly would be that in directing thought, whether our own or the thought of others, the proper remedy is to divert the attention, which with self is nothing less than voluntary negation, and in directing others it is negation by substitution. Is it not true that intellectual states and feelings induced or controlled by inordinate or illicit desires should not be left to ripen into indifference; and is not conscious indifference positive wrong?

Every consciously illicit thought should be led to issue in positive negation.

The habit of stopping short of the voluntary assent or dissent of the mind in individual acts, lines of thought, or subjects under consideration is defective in principle and pernicious in practice. Can an object lesson be complete or of permanent value until it end in decision and choice?

Is this or is it not a flower, a moth, a mark or characteristic? Or does this or that act merit approval or disapproval? Does this or that illustration, lesson, or book terminate in possible truth? How often does the tap of the welcome, yet often mischief-working bell rob a half-hour's spontaneous enthusiasm of its highest and deserving reward?

Would not greater care in completing and rounding up lines of thought so as to secure the mind's verdict prove advantageous? Again, would it not be quite in place to have collections of "Will Gems" alongside of memory or "Intellect Gems?" Without taking the extreme and untenable view that science alone is charged with the education of the will, it is true that there is not a branch of study or line of mental activity that may not be turned to account in its training.

I have purposely left the richest, perhaps the special, field for its training till the last; viz., social and moral, and even, in the classroom, may I not say religious discipline. Its constant exercise in these fields are so well and universally conceded as scarcely to need specialization, and the opportunities for personal direction are varied and frequent. But in all discipline one abiding principle should be made the test and end of every act: "Is it right?" The idea of right is the common possession of mankind without respect to age, nationality, or chronology; and though the standard be often unspeakably low or lower than desired, it is always, not the strongest, perhaps, but the highest and most enduring principle by which human action may be measured and approved or disapproved.

The idea is intuitive, operative throughout life and all lives, and finds its true realization only in the future world; and when all is said, is not the goal of all training eternity?

While I have had primary and intermediate education in view mainly in the few illustrations, the same is applicable to the high school and the college.

To specify particular methods, devices, and exercises by which the weak will may be strengthened, the strong directed and often changed, would exceed the limits and purpose of this article. I say the strong will directed or changed, but not weakened, broken down or destroyed.

Strength, the greatest strength, properly distributed and directed to proper ends is the very object of training.

Saul the zealous became Paul the righteous because the will that made him chief of sinners, directed by the Spirit to the highest ends made him "not a whit behind the chiefest apostles."

The lack of will-power or its mis-direction accounts fully for the apparent contradiction wherein there is no necessary connection between the character of the person giving advice and the goodness of the advice. Yet should the advice be withheld?

The value of gymnastics and athletics in training the will and bringing the muscles and bodily movements under its control is unquestionable, whatever may be said in favor of other means to secure the same results. I need only state that will-power may be turned to bad account as well as to good account, and that training at best consists mainly in giving direction. When that direction becomes fixed habit every impulse and desire adjusts itself to that direction; and fixed habit is character. But this is not all. Fixedness of habit or a law of being depends on the permanency of its ends; and just so soon as the habit of out-going activity, or the habit of the faculty called the *will*, becomes fixed and adjusted with reference to abiding interests and ends, and with reference to permanent conditions of happiness or sin, the *probability* of a change of character grows smaller or ceases, but not the *possibility*. It was possible for the angel to fall but not probable; yet he fell. Thus when the training of this life ends, the personal being which begins the future life is at once heir to an infinite activity and existence of the state in which that life is begun; not because it *cannot* change, but because it *will not change*. It would seem that man is as free in the next life as he is in this; and that there as here perfect freedom consists in perfect obedience.

IN MEMORY OF PROF. ELMER H. STANLEY.

Read before the North-Eastern Ohio Teachers' Association, at Elyria,
by Supervisor E. F. Moulton, of Cleveland.

Elmer Hawkins Stanley was born at Berlin Centre, Mahoning county, Ohio, September 2d, 1862. When he was two years old his father, Josiah Stanley, with his family, moved to Newton Falls, a small but flourishing village in Trumbull county. At the age of seven years his mother died. He graduated from the Newton Falls High School at the early age of sixteen. The same year he became assistant teacher in the school, and in 1882 was elected superintendent of the schools of the village, entering upon his duties the same month he reached his twentieth year. He served one year in this position and returned to Mt. Union College where he graduated in 1884. In the fall of the same year he became principal of the Warren High School. The following year he was called to the chair of mathematics in Mt. Union College made vacant by the sad death of Prof. Brush.

August 10th, 1886, Mr. Stanley married Miss Flora Niesz, a graduate of his own Alma Mater. After three years of arduous and successful service in his own college he was appointed instructor of mathematics in Oberlin college. For three years he labored here with his usual marked success. Early on Wednesday morning, July 22nd, his Father called him home—that home not made with hands, eternal in the heavens.

Dear friends, again death has entered our ranks and taken from our midst one whom we all loved. For to know Mr. Stanley was to love him, and those who knew him best loved him best.

It is said death loves a shining mark. This saying is verified in the death of Mr. Stanley. This time one of our youngest, wisest, and brightest men has been called to put on the robes of immortality. Stanley is dead. The places that have known him will know him no more forever. This Association has lost one of its most active, devoted, and valuable members. He served three years on the executive committee, and was its honored president during the last year. At our meetings no one will be missed more than he, and to-day it is hard to realize that one so young and full of promise has gone. Our profession also has suffered an irreparable loss, and the loss to every teacher is that of a personal friend.

Stanley's boyhood in many respects differed from that of

other boys. From his earliest years he was thoughtful, earnest, and manly. He was especially thoughtful of the rights of others. Their interests must first be served, even at the sacrifice of his own. He loved his home and his home friends with a devotion rarely equaled. The supreme object of his affections was his mother. Her he idolized. When she died he could not be comforted. His child heart was deeply wounded. In all the years that followed the wound did not heal. On his heart the word "mother" was engraven in letters of love. He spoke of her rarely, and only to his most intimate friends, but always with reverence and love. While yet a boy, young Stanley was an earnest seeker after knowledge.

At the time he entered the Newton Falls High School his teacher says of him, "He was tall, with curly hair, pleasant smile, cheerful disposition, social, a fine student, of clear understanding, an indefatigable worker, general in his ability." When he graduated from this school the subject of his oration was "Snow and Ashes"—purity of childhood and subsequent contamination. This oration caused considerable discussion in the village, and was printed entire in the local newspaper. It showed a maturity of thought and feeling rarely equaled in any production of a boy not yet sixteen years old. The lofty sentiment and mental acumen displayed in this paper, to my mind, were not the results of long study or special effort, but rather the outgrowth of Mr. Stanley's mental and spiritual life. The best intellectual efforts of his later years seemed to come from the same source—his inner life. His nature was spiritual in a marked degree. Within the heart of this man spiritual forces were at work forming a character at once strong and symmetrical. It actuated him to all that was good, and true, and beautiful in life. It gave strength and dignity to all that he said and did. It was the crown of his young manhood. It was far-reaching and refining, and uplifting in its influence on others. No one came in touch with Mr. Stanley without being made the better for it. Young as he was, his presence was an exaltation and benediction. More perhaps than any other man of my acquaintance, he was pure in heart—absolutely pure and chaste in thought, word, and action. This life was as pure and transparent as the water of a mountain spring. He loved the good and hated the evil with an intensity seldom seen in one of his naturally quiet and peaceful disposition. The evil-doer he looked upon with unutterable pity and contempt, at the same time with wonderful compassion. He would often speak of a wicked man as his own worst

enemy; and cry out "Oh that I could save that man from himself!" To save men by building them up in their own self-respect and manhood was the ambition of his life. He thought this could be done by education, culture, and religious influence. To his mind ignorance, poverty, and sin were unnecessary and inexcusable in the light and opportunities of the present civilization.

For some time after Mr. Stanley graduated from college he was undecided as to the choice of his life-work. His deep religious convictions, his earnest spiritual nature, his simple abiding faith, and his great love for God and man led him toward the ministry. I think, at one time, he had nearly, if not quite, made up his mind to study for this profession. His call to the chair of mathematics in Mt. Union college, which seemed to him and his friends providential, decided him to continue in the work of teaching, a work that he loved and in which he had had a large and successful experience. The qualities of mind and heart that seemed particularly to fit him for the ministry he found of equal service to him in the school-room.

Mr. Stanley was an earnest student. He loved study. His knowledge was broad and comprehensive. To a certain extent he was original. He did not accept statements of truths and principles because they were found in his text-books. They must pass through the crucible of his own mind and show that they were pure gold before he would accept them. While his special college work was in mathematics, his line of thought was largely in psychology and ethics. For a time he taught psychology, and wrote several articles on the subject, some of which were printed in the *OHIO EDUCATIONAL MONTHLY*. Mr. Stanley could not be a specialist. His nature would not permit it. He thought too broadly. He felt too deeply. His mental, moral, and spiritual development were too symmetrical. He could not work in narrow lines. His field of labor must correspond to his breadth of thought and character.

He was very happy in his college work. The class-room was more congenial to his tastes than the school-room. He loved to teach rather than to control. He was a leader, and not a commander. He was a strong believer in self-government, and felt that his pupils would do right, for the sake of right. He was clear, simple, and direct in giving instruction. No pupil was mystified by unnecessary words or complicated sentences. He was especially successful in securing the best effort every pupil was capable of putting forth in his own behalf, and encouraged each in the

belief that nothing was beyond his acquisition,—that in fact “labor conquered all things.” In this way he obtained splendid results.

But Mr. Stanley was not satisfied with results that came solely from intellectual effort. There must be a heart culture as well. There must be a well developed character in the man before his education was complete. The pupils that came from his hands were inspired with the grandeur of a noble and pure life, of which their teacher was an example.

Mr. Stanley’s home life was in keeping with his character. The love of his great heart went out to his wife and children with remarkable tenderness. To the devoted wife and mother and the fatherless little ones, whose loss is greatest of all, we would dedicate this tribute of praise, and for them drop the tear of sympathy, and assure them of our appreciation of the matchless worth of Mr. Stanley as husband, father, friend, and teacher.

THE TEACHER AND THE SCHOOL. IX.

BY THE EDITOR.

THE RECITATION.

The term recitation is here used in its broad sense to imply all those class exercises in school which are designed for instruction, for training, or for testing, or for any or all of these combined.

The work of the school culminates in the recitation. It is here that the teacher teaches. The school is a success or a failure, according to the character of its recitations. George Howland, late superintendent of the Chicago schools, does not overestimate the importance of the recitation when he says,—

“Whether we regard the prime purpose of the school as mental or moral instruction and discipline, the formation of character, or the manual skill that shall aid in securing a comfortable livelihood, the recitation is that about which center all the activities of school-life, giving it success or stamping it with failure.

“The personal influence of the teacher is of the first importance; the power to control and direct, invaluable; the magnetism which shall inspire and incite to earnest, loving effort, a necessity to the accomplished, successful teacher; but all of these qualifications find full scope in the recitation, and, without this end, they have little cause or reason to be.

"The recitation is the controlling influence, determining the length and character of the lessons, the manner of their preparation, the conduct of the pupil, his hours of study, his interest in school, and his regard for his teacher, and gives the color, the value, to all his school-days, his waking and his sleeping hours. It is the recitation, with its direct or indirect influences, which makes him a trusty friend or a hopeless truant, a student or a scamp, and which will guide him along the paths of honest and successful industry, or into the by-ways of indolence and worthlessness. Here he finds the rewards of well-doing or the condemnation of his negligence; an incitement to renewed effort or an excuse for feeble exertion and lax endeavor.

"In the recitation, too, the teacher gives proof of her calling or shows her unfitness for her position. In the recitation is concentrated the devotion, the thought, the life of the teacher, and the work, the purpose, the zeal, and the performance of the pupil. Here is displayed the life of the school, and here is decided whether the school shall be a means of growth and development or a source of unworthy motive, of false aims and ignoble character."

The character of the recitation will necessarily vary with the subject, the age and attainments of the pupils, and perhaps other conditions. The recitation of first year pupils in a primary school would differ in many particulars from the recitation of a high-school class in chemistry or geometry. It is proposed here to consider the subject in a general way, and not in its application to each and every grade of pupils.

Some things, worthy of mention, seem necessarily to precede and to attend the recitation.

Lessons must be assigned. And this is a most important matter, demanding the teacher's thoughtful attention. The want of discriminating attention to this important matter constitutes one of the elements of weakness and failure in a good many schools. It is too often left to the last moment and disposed of hurriedly and without due consideration. The result, in many cases, is a want of adaptation to the circumstances and needs of the class, and consequent discouragement and loss of interest and life on the part of the pupils. The teacher should make a careful study of the capacity and needs, and even the prevailing habits and tendencies of his class and adapt the lessons accordingly. He should never forget that in the tasks he sets for his pupils he sets up for them a standard of effort and attainment,—an all-important matter.

In connection with the assignment of lessons, there is need to anticipate the difficulties to be met and to prepare the pupils for meeting them. To do this well requires thoughtfulness and skill. The thing to do is not to remove the difficulties, but to indicate the right point of attack and to incite the pupils to attack vigorously and persistently. Perhaps in nothing else is the real power of the teacher more manifest than in his management of this matter.

Pupils must be taught how to study and trained into right habits of study. Studying is the chief work of the pupil in school, and the best intellectual accomplishment the school can give him is right habits of study. A volume might be written on this subject; I can only give it brief mention here. In the schools of these latter days entirely too much reliance has been placed on oral teaching to the neglect of study. The aim seems to be to make everything easy and lovely for the pupils, but the tangible results are meager. My own observation is that pupils reach the high school without well formed habits of study. They have very little power to investigate a subject or to gain knowledge from the printed page by independent effort.

Much may be done in the recitation to give direction and character to the study of the pupils; but the teacher should observe narrowly the habits and tendencies of each pupil, find out the difficulties and hindrances, and by suggestion, admonition, encouragement—by any and every means, guide and incite each to his best effort. No teacher can do more than this, none should be content to do less. Personal interviews with individual pupils, in the spirit of friendly helpfulness, will often avail much. The teacher may be helpful to his class by giving them an example of study. Let him study a lesson in the presence of the class, thinking loud enough the while for all his thoughts to be heard.

Here are some rules for study which may be serviceable to some of my younger readers in the work of training their pupils:—

1. *Study with interest.* The listless conning of lessons as mere tasks is without much profit, and is doubtless often positively injurious. The interest of the pupil depends largely upon the teacher, but it should come from some source. There should be a sparkle in the eye and a glow of interest on the countenance.

2. *Study systematically.* Study each lesson in its proper time. Begin at the right place and proceed in order. It is often well to read the whole lesson over to get a general view; then return to the beginning, take up each topic in order, and master it.

3. *Study with fixed attention.* The degree of attention is the measure of success. Fitful spurts and dashes avail but little. The power to hold the mind down to the matter in hand is an attainment of great value. It is the roadster that leans into his collar without flinching that moves the load.

4. *Study to know and remember rather than to recite.* Learning that filters through the mind like water through a sieve leaves small residuum. "Knowledge is fixed in the mind by repetition and reviews, by connecting its parts together by natural association, and by making frequent applications of it."

5. *Study thoughtfully.* Think clearly, vigorously, independently, while you study, and afterwards reflect on what you have studied. It is thought that moves the world. The great thinker is king among men.

6. *Study with a view to clear and forcible expression.* Study so thoroughly, think so completely, as to be able to state clearly and tersely.

Every pupil should be held responsible. When a lesson has been once announced every member of the class should know thenceforth what it is. No one should be tolerated in asking, in study hours, what the lesson is. Even the pupil who may not have heard the lesson announced, because he was absent, should be expected to learn about his lessons from the teacher or from some class-mate, before the opening of school. Let this be known and maintained as "the law of the house," and it will not only save much interruption and annoyance, but it will tend to beget in the pupils habits of attention and promptness.

But every one should also be held to a strict account for the mastery of the lesson. Having seen to it that the task assigned is not greater than may be accomplished by reasonable effort, the teacher should tolerate no shirking or dodging. Let it be understood that it is not an excuse for failure, but the mastery of the lesson that is wanted. Let it be understood, too, that the lesson *must* be prepared and recited in its own time, *and not after school* or at any other time. I am convinced, after many years of observation and experience, that more harm than good comes of "keeping after school" to make up lessons. I have practiced it enough to know something about it. Where the practice becomes chronic and shows no signs of abatement, it should be authoritatively prohibited. The time and effort of teachers bestowed in this direction

can be turned to far better account, to say nothing of the listlessness and disgust it fosters in pupils.

The teacher should prepare himself thoroughly for the recitation. This is trite, it has been often said; but it needs to be repeated. The preparation needed implies more than an understanding of the subject-matter of the lesson. His knowledge should be fresh and his interest in it should be quickened. He should have a well-matured plan of presenting the lesson, and his whole mind and heart should be aglow with fervent interest in the pupils. His heart should go out toward them with intense desire for their growth in intelligence and goodness. His interest in his pupils, in the subject, and in his own plans and devices should amount to an enthusiasm. And all this is possible to him that willetth. The door of attainment in teaching is wide open; whosoever will may enter.

[*Continued.*]

WHAT TO READ AND HOW TO READ.

BY J. F. KEATING.

There is no other factor in education so important as reading. A taste for good reading is a priceless treasure. If not already in possession, this taste may be acquired. We learn to do by doing. We learn to read and to love reading by reading. As a rule, we learn to love that which we practice. Wicked men do not do evil for evil's sake, but having started wrong, they learn at last to love their occupation. This same rule holds in regard to right practices. Do the right and profitable thing for a time until it becomes a habit, and you will love to continue in the same course.

The teacher who says he does not love to read but finds reading an irksome task, is guilty of culpable neglect. The fact that reading is distasteful to him is evidence that his mind is not under his control. And an uncontrolled mind, no matter how brilliant naturally, may become as an unguided span of strong and spirited horses, potent for mischief but powerless for good.

He who does not read does not think. And the power to think right thoughts is the end and aim of all education. Reading, therefore, which is "only compelling the mind to think along a particular line," is the simplest and most natural method of training the intellectual faculties.

In this paper I have undertaken to tell what to read and how to read. This I shall attempt only in a somewhat general way. We have often seen answers to the repeated inquiry, "What books have helped you most?", and we have seen that these answers differ. No two men recommend the same books. But if you will note carefully the next time you read these answers, you will learn that they embrace about the same general scope of reading. Von Moltke, on being asked the question, replied: "The Bible; Homer's Iliad; Littrow's Wonders of The Heavens; Liebig's Letters on Agricultural Chemistry; Clausewitz on war; Schiller; Goethe; Shakespeare; Walter Scott; Ranke and Carlyle." What a wonderful list this is, embracing as it does theology, poetry, romance, astronomy, chemistry, science, of war, history and philosophy! What breadth will the careful reading of such a list give to any intelligent mind! From this and similar lists we can make a rule worth following, namely; Reading should be of a broad and general character. Indeed the demand is "Know something of every thing."

It is your privilege, reader, to become intimately acquainted with all the great masters of the past. You may have for your closest friends the kings and queens of thought. In their writings they have revealed themselves; they admit you to their most secret thoughts. To read them and ponder them is to become like them.

But not less imperative than the demand to know something of every thing, is the one to know every thing of something. Do special reading. Take one particular subject for which you have an aptitude and pursue it. Yes, make it your hobby. I believe in hobbies. No man ever achieved anything good or enduring who did not have a hobby. Daniel Webster had a hobby that made him the champion of constitutional liberty, and it became the war cry of the armies of the Republic. Abraham Lincoln had a hobby: "This nation cannot exist half slave, half free." It made him President of the United States. But it did more than that; it struck the shackles of slavery from 4,000,000 human beings. No, you need not be afraid of hobbies. Only remember, you must ride them and not let them ride you. Read all there is to be read on some subject. Know all that can be known about it. Be an authority on it.

This is not theory. Many examples could be cited of those who have pursued the course indicated. Among them may be named ex-Governor Cox, of Cincinnati, who, not at all neglecting the various duties of professional and public life, pursued as a

mere pastime the study of zoology, until his name is known to the naturalists of the world.

In addition to all this, the teacher must do professional reading. This is a duty he owes to himself and to his pupils. First, he should read on the subjects he teaches. Thorough preparation is absolutely essential to successful teaching. But do not imagine yourself prepared if you have read only the text-book you are using. If you would interest and instruct your pupils, you must first be full of the subject.

Much reading on a subject will make you rich in illustrations. These can be used at will to throw light on obscure points, and thus assist the pupil to comprehend the subject quickly and clearly. Your interest in any subject will depend much upon your familiarity with it. You cannot be enthusiastic over something about which you know little or nothing. Interest and enthusiasm are contagious, and if you would have your pupils catch them you must first have them yourself.

Take for example the subject of United States History. How many teachers are satisfied with the limited knowledge of their country's history that an ordinary school history can give them? How many are constrained to make the humiliating confession, "I find history difficult to teach; there is lack of interest on the part of my pupils." Of course there is lack of interest; you lack interest yourself. You have not interest enough in the subject to purchase a respectable history, or to read one if it were given you.

What I have said of history might be said of almost any branch taught.

Not less important than reading on the subject you teach is reading standard works on teaching. The art of teaching has made great progress. To read and to study that progress is not only interesting but profitable, yea even indispensable to him who would be a true teacher.

The minister or the lawyer would not think of attempting his work without doing professional reading. Neither could succeed without it. Is the teacher's work less noble than theirs? Certainly not less noble than the lawyer's. Fellow teachers, have you not already made many mistakes that could have been avoided had you only taken pains to read the experience of those who long ago made the same mistakes, and who, in the school of experience, at a bitter cost to themselves, discovered the cause of their failures and found the remedy? You have the opportunity of profiting by

the mistakes of the past, and with the opportunity comes the duty.

But progress is even too rapid for book-making; hence the teacher should read educational journals. Then, too, some of the best things never get into books. Keep up. Adapt yourself to ever-changing conditions or you will be a fossil before your time.

But, you say, all this costs money. So it does, and so do all good things for which you freely spend your money. Why not as freely expend it here? Nowhere will you get greater returns.

There yet remains to be answered the important question, "How to read?"

The first answer is, "Read systematically." The value of system in every work is well understood. The first thing under the head of system is to determine your course of reading for a specified time. Having once determined upon your course, hold yourself to it. You will be surprised at what can really be done. Even if your time be limited to a few minutes a day, use those minutes on a course of reading. It is surprising how much time we waste! Most of us have wasted enough time in the last year to make us, if not master of some subject, at least commendably well acquainted with it. Ten minutes a day, devoted to the reading of history, will enable one to read at least four books the size of the Eclectic history. This will give time enough not only to read them but to impress most of the important facts upon the memory; that means that one can acquire in one year a fair outline of the history of England, France, Germany and the United States. Fifteen minutes a day given to the study of the French language will in the course of a year give the ability to translate French into English. Try it and see what can be done.

In the next place, read analytically. Analyze every book or article you read. Find the frame-work around which the author built his structure. Break it up—first into its main divisions and then into its subdivisions. While doing this you are accomplishing two things:—you are training your mind to analyze things and thus find out whether they are true or false, logical or illogical; and in analyzing you are classifying the matter and forever fixing it in the memory. This habit of analyzing will also teach you how to select your reading. Of books and book-making there is no end; you cannot read all the new books that come to you. You must learn to select. You have time to read only the best. You have not always time to read all of some of the best books. When a

book comes to you for the first time, study its table of contents. You may, on such an examination, find that there is only one chapter in the entire book that hits your case at the time. On the other hand, such a study may reveal to you the fact that you ought to read carefully the entire book.

In the third place, use note-book and pencil while reading. Note, points to be remembered. The mere writing of a fact is often the means of fixing it firmly. Then too, thoughts of your own flash across your mind, thoughts that some time you will want; but if you do not take them off the wires as they are passing, they may leave you, never to be recalled.

Conover, Ohio.

INTRODUCTORY COURSE OF READING.

BY ALSTON ELLIS.

If the *teacher* did nothing more than make a careful study of some of the work included under headings I. and II., much of advantage to himself and his pupils would result.

The *general reader* could well omit the work above named, and begin with "III. Supplementary Readings." Thenceforward there is method. The idea of an "introductory course" is held steadily in view and carefully worked out. The readings selected are within the mental range of the average reader, one not *very* familiar with books and reading. The low cost of the literature recommended brings it within reach of almost all who at all care to grow in knowledge. Finally, the reader who has intelligently completed the course will thereafter be a law unto himself in the matter of selecting his reading matter. He can safely be left to his own guidance. This little contribution to the list of books suitable to the wants of teachers and others inclined to cultivate a closer acquaintance with good literature is given in the hope that it will prove helpful to some who need aid in the work before them.

I. SCHOOL READERS.

McGuffey's Revised Fifth and Sixth Readers; Harper's Fifth and Sixth Readers; McGuffey's Alternate Sixth Reader; Barnes's New National Fifth Reader; Appleton's Fifth Reader; Swinton's Fifth Reader; Sheldon's Modern School Fifth Reader; Butler's Fifth Reader.

NOTE:—Give time and thought to the literary master-pieces found in these readers. There is a mine of literary wealth here that can be

delved into with great profit. In connection with this work use Stopford A. Brooke's *Primer of English Literature*, Charles Richardson's *Primer of American Literature*, and Harriet B. Swineford's *Literature for Beginners*. Read John Morley's *The Study of Literature*, James Freeman Clarke's *Self-Culture*, and Sir John Lubbock's *Pleasures of Life*.

II. MORE ADVANCED READING.

1. McGuffey's *High-School Reader*. 2. Swinton's *Studies in English Literature*. 3. Carrington's *Patriotic Reader*.

III. SUPPLEMENTARY READINGS.

Swinton's *Seven American Classics*, (Irving, Cooper, Bryant, Hawthorne, Longfellow, Whittier and Holmes); Swinton's *Seven British Classics*, (Addison, Scott, Lamb, Campbell, Maculay, Tennyson, and Thackeray); Scudder's *American Prose*, (Hawthorne, Irving, Longfellow, Whittier, Holmes, Lowell, Thoreau, and Emerson); Scudder's *American Poems*, (Longfellow, Whittier, Bryant, Holmes, Lowell and Emerson); *Prose Master-Pieces from Modern Essayists*, three volumes, published by G. P. Putnam's Sons, (Complete essays from the writings of Irving, Leigh Hunt, Charles Lamb, DeQuincey, Walter Savage Landor, Sydney Smith, Thackeray, Emerson, Matthew Arnold, John Morley, Froude, Freeman, Gladstone, John Henry Newman, Leslie Stephen, Arthur Helps, Charles Kingsley, George William Curtis, Lowell, Carlyle, and Macaulay.)

IV. HISTORY OF LITERATURE.

American Literature, Hawthorne and Lemmon; *New History of English and American Literature*, Shaw and Backus; *The Great English Writers*, Backus and Brown; *English Literature*, Kellogg; *American Literature*, one volume edition, Richardson; *History of English Literature*, four volumes, Student Edition, Stopford A. Brooke, George Saintsbury, Edmund Gosse, Edward Dowden.

V. CHOICE LITERATURE CAREFULLY EDITED.

Riverside Literature Series. About fifty numbers issued. The titles of some numbers that evidence the character of the whole series are herewith given: *Literature in School*, Scudder; *Books and Libraries*, Lowell; *Fortune of the Republic*, Emerson; *Tent on the Beach*, Whittier; *Evangeline*, Longfellow; *Gettysburg Speech*, Lincoln; *Autobiography*, Franklin; *Biographical Stories*, Hawthorne; *Grandmother's Story of Bunker Hill*, Holmes; *Lars*, Bayard Taylor.

Classics for Children, published by Ginn & Company. Thirty-five volumes now issued. The following-named books of this series will instruct and entertain those having any appreciative taste for good reading: *Arabian Nights*, Hale; *Gulliver's Travels*, Swift; *The Sketch Book*, Irving; *Ivanhoe*, Rob Roy, and *Lady of the Lake*, Scott; *Vicar of Wakefield*, Goldsmith; *Tom Brown at Rugby*, Hughes; *Rasselas*, S. Johnson; *Books and Reading*, Ruskin; *Tales from Shakespeare*, Lamb; *Merchant of Venice*, Shakespeare.

English Classic Series, published by Effingham Maynard & Co. Over ninety numbers now in print. The following-named selections are taken as representative of the whole and as best adapted, perhaps, to the needs of the general reader: *Christmas Carol*, Dickens; *The Deserted Village*, Goldsmith; *Enoch Arden*, Tennyson; *Cotter's Saturday Night*, Burns; *Adams and Jefferson*, Webster; *Essays of Elia*, Lamb; *Essay on Criticism*, Pope; *Pleasures of Hope*, Campbell; *Joan of Arc*, DeQuincey; *Roundabout Papers*, Thackeray; *Childe Harold's Pilgrimage*, Byron; *Essay on Burns*, Carlyle; *Essay on Bacon*, Macaulay.

VI. BIOGRAPHICAL AND CRITICAL.

American Men of Letters, edited by Charles Dudley Warner. The following-named volumes are representative of the series: *Sketch of Irving*, Warner; *Sketch of Emerson*, Holmes; *Sketch of Franklin*, McMaster; *Sketch of Byrant*, Bigelow; *Sketch of Margaret Fuller Ossoli*, Higginson.

English Men of Letters, edited by John Morley. The edition of twelve volumes is recommended. Volumes VII. and XII. will serve to give the reader an appreciative interest in this whole series. The contents of these selected volumes are as follows: *Life of Scott*, Hutton; *Life of Dickens*, Ward; *Life of Spenser*, Church; *Life of Thackeray*, Trollope; *Life of Addison*, Courthope; *Life of Sheridan*, Mrs. Oliphant.

VII. TWO COMPREHENSIVE AND MASTERLY WORKS.

A Library of American Literature, compiled and edited by Edmund Clarence Stedman and Ellen Mackay Hutchinson. Complete in eleven volumes. *English Writers: An Attempt Towards a History of English Literature*. Compiled and edited by Henry Morley. This promises to be a voluminous work. The volumes already issued, eight in number, bring the subject to the time of the poet, Spenser.

STORMY DAYS.

BY MRS. MARIE J. KUMLER.

All day there has blown an east wind which goes to the marrow, accompanied by a steady, slanting rain, that has not ceased one hour since day-light. From my window I have seen children trudging along to school, and have had visions of teachers at home to-night, too tired to read or talk or even think, and I have heard croupy coughs, or sharp dry ones, and have seen scarlet cheeks and pale lips, all effects of this dreadful day.

Many stormy days will come before the sunshine and gladness of next May will have arrived, so my dear young friends for whom this is to be the first 'winter of discontent,' let us talk a little about days at school that are dark and dreary and dangerous to health and happiness.

If all parents were both careful and able to provide good stout shoes and overshoes, rubber coats and umbrellas, your share of the responsibility concerning the health of your forty would be greatly lightened. You would still have to arrange a place to put the dripping umbrellas before they bedraggled your floor, close and raise them for everybody, tell each one not to say *umberel*, or *umberella*, take off and put on cunning looking rubbers provokingly small as to fit, and spread out to dry, wherever possible, the cold slippery gossamers, but you would not have to worry over wet feet and clothes.

It is seldom that parents will not clothe their children comfortably if possible, yet it sometimes happens. In such cases you are justified, after an appeal has been made to them, to compel them to do so, through the proper authorities. I remember two shivering, saturated bits of humanity, little girls, seven and nine years old, who came to school several bad days in winter, almost shoeless, entirely stockingless, and with wraps too scant for heavy underwear and dresses, which they of course had not. The sympathy of pupils and teachers was deeply aroused. A great basket of good warm articles was donated, new flannels were even bought and made, and children and basket conveyed one evening by two teachers to what was naturally supposed to be a wretched home. Imagine their feelings when a dashing saloon-keeper, with curled mustache, a wide expanse of shirtfront, set with diamond (?) studs, and shoes and clothing more than decent, introduced himself in the most affable manner, as the girls' fond papa! A step-mother too sick

to make things for them, was his flimsy excuse. She did not have to make shoes or stockings!

Far oftener, however, than neglect is poverty the cause of children's rash exposure to weather. Generally by tact and a little private inquiry, you can secure from your pupils or personal friends all necessary articles of clothing to make the poor in your room comfortable (what charity nearer home?), and give them in such a way as not to offend parents or mortify children. Would it not be possible to have a few pairs of socks and stockings in your school room to be put on there in case of wet feet? A New York physician recently wrote that wet feet killed more people than cholera.

The stoves usually in use in schools are poor things by which to dry one's feet, and all schools do not have registers over which to stand. Any way, teachers would better risk some disorder, and delay the beginning of the day's or afternoon's work, to allow pupils to dry their feet in some way—changing hose is certainly the quickest and most efficient manner—rather than to have the coughing and absence which follow sitting with feet wet, not considering the more serious consequences to the child. If clothes are wet, they dry more easily and always should be dried as quickly as possible. If children live near enough, send them home to be attended to.

On your part, do not dismiss on the minute of twelve or four if a storm is raging and there is any prospect of cessation, temporary or otherwise, or if there is a possibility of wraps being sent or parents coming after their children. You can afford to stay a little longer once in a while for sake of the comfort and health of pupils. Be sure you will get your reward, too, in popularity, if not from your own heart and conscience. Indoors recess is a necessity on such days. It should be a recess though, not a mere staying in, a time for exercise with windows up and for individual excusing. Every child who leaves a warm room at any time during the year, should be trained to put on a wrap. That is one of your duties, teachers, because you know the danger of sudden changes of temperature.

Do you watch the use of the eyes in dark, stormy days? No writing should be required under such circumstances. It is a good chance for oral reviews, or oral introductory work on new subjects. What if it is not down on your program? You will have to vary that considerably on such occasions. We are all more sensitive to

atmospheric influences than we know, and teachers' nerves are nearer the surface when children wriggle most and are noisiest. So to keep things harmonious all around, change your recitations more frequently, have more singing and calisthenics, tell and read more stories, show more pictures and objects—in short, do everything to make sunshine in the house when there is none outside. You will not accomplish as much set work on your course of study on such a day. You could not if you stuck strictly to your program, but what you do will be with less friction, you will all be happier, and there will be little absence in your room on stormy days, even if your head does ache and you are exhausted at night with the effort it took to control yourself and devise means to keep busy and bright, in spite of weather, two score little boys and girls.

Dayton, Ohio.

PRIMARY DEPARTMENT.

Bits of School-Room Experience.

I once heard a minister say that boys do not tease cats and dogs because they are cruel, but because they love excitement. I thought over the good man's remark, and after watching the boys, came to the conclusion that he was right, and that we as teachers would have less trouble in governing our schools if we furnished the children more healthful excitement. I have no doubt that many a bright, active child has been driven into mischief to escape the tedium caused by a prosy teacher and a hum-drum school. Children, like sailors, prefer a storm to a dead calm, but if the teacher would have perfect control of the ship let her be the one to stir up the waters, and not some restless pupil.

Hence the following conversation between one of my pupils and her mother.

"Mama, I want a paper wad to take to school this afternoon." The mother with surprise and some consternation, thinking of the school-house of her childhood with its ceiling adornment of paper wads, said, "What are you going to do with it?" The child with most bewitching innocence replied, "Throw it at the teacher." "Does the teacher know?" "O yes, she said we might."

The paper ball was made and taken to school, the mother feeling sure it was all right if the teacher had asked for it. The balls were brought and placed under the desk to wait the time for general

exercise, thus furnishing a lesson in self-control. Then they were brought out and we had a mimic game of snow-ball, lasting about five minutes, when the balls were gathered up and put in the stove.

When the children were marching this afternoon I looked up just in time to see Johnnie, with the merriest twinkle in his black eyes, reach out his hands to seize the ends of the unfastened belt dangling from the blouse of the boy in front of him. It was a strong temptation for any fun-loving boy to play horse. He quickly checked the movement, however, as he saw me watching him, and for a moment looked as if caught in some mischief; but the smile which accompanied the shake of my head said, "Yes, it would be a funny thing to do, but not just right in the school-room." The sturdy little frame straightened and the answering smile said as plainly as words, "All right, I won't do it then, but I am glad you saw and appreciated the fun and the temptation." How delightful it always is to feel yourself understood, without need of words or explanations! If we could always look upon little outbursts of mischief from the child's standpoint we might oftener give him this pleasure.

We are trying to make our work in numbers this year more real and practical than ever before. I have felt that sometimes our scholars do not do their best because our way of treating the subject makes them think they know nothing about it. I asked Carl one day to go to the board and make five rings. He went, and evidently liked the work, for he did not stop till he had made a dozen rings or more. I then held out a bag of peanuts and told him he might have five of them if he could count out just five; but he drew back, saying that he didn't like peanuts. So I let him take his seat. The next morning he was early at school and I showed him a box of marbles, and when I saw his eyes sparkle I told him he might have five of them. He quickly picked out just five, and has known five ever since. *He liked marbles.*

Medina, O.

S. W. S.

What Does the Child Need ?

BY SARAH L. ARNOLD.

Is the question often asked by teachers, or is it oftener forgotten? What is uppermost in our thoughts in our school work? Miss A. is endeavoring to teach "long division," and her pupils make little or no progress. Investigation reveals the fact that they

can neither add, subtract, nor multiply without counting upon their fingers. Work with large numbers in unknown combinations, does little to enlighten their darkness. Then why is it continued? Why not teach the foundation facts that are wanting? "Why, they are supposed to have had that. The work of this grade is division. I am following the course of study," is the explanation. So she systematically continues her plan, in spite of the finger process, as one might stupidly knit on after several stitches had been dropped. "What is the work of my grade?" is the question which determines her course and, possibly, bounds her knowledge.

Miss B. is faithfully following the same standard. Her pupils come from intelligent homes, where they have always been familiar with books. They read easily and well, and know almost by instinct the correct forms of language. But her slice of the course of study demands attention to a certain Fifth Reader and marks of punctuation. She does not swerve from minute adherence to its demands, as she interprets them, and the children become indifferent because kept upon work which demands no effort nor endeavor. The plan of study has become monarch, not minister, and the thought in the plan has been forgotten in adherence to the detail. The question of the child's need is overlooked.

Miss C. is an enthusiastic student of "methods," so-called. If her method arranges a certain order of procedure, she never deviates from that order. Her pupils frame sentences to use every word which they spell, whether it be "hat" or "eleemosynary." She leads her class through careful formulas to "measure" 25 by 1, and they subtract ones from the original number with a patient obedience worthy of a better cause. Evidently it has not occurred to her to question the advantage of the occupation. It is supposed to be necessitated by the method, and that is enough. What of the child's need? Has he not always known,—we almost ask,—the fact over which he is droning?

Miss D. has "her way of doing things," and binds herself fast to a narrow routine that becomes day by day more hopelessly petty and narrow. Habit determines her course. Her reason for doing anything is because she always has done that thing. She "always gives checks for whispering," "always has children pronounce syllables," "always has voice fall at a period." Nor can she discover that any new mode of action may prove more helpful to the child. His need has little relation to her plan.

And yet a thoughtful consideration of his need would go far to

correct all the mistakes which have been cited. It would prevent wasting time, labor, and energy upon tasks for which the pupil is unprepared, or trifling with processes or rules whose difficulties he has already mastered. It would lead teachers to look for the principle in the method, and to question the value of the accustomed mechanical routine. It would do away with rote teaching and hasten the dominion of common sense.

No teacher should assign a lesson to her class without having in mind a definite result which the lesson should help the pupils to reach. Not to fill time, not to keep the class quiet, not to comply with a certain form, but *to help the child* should the lesson be given.

"How can I know what the child needs?" some teacher asks. By studying the child. That does not necessarily involve pondering over psychologies and learning technical terms. It would almost,—yes, surely,—be better for the one who asks the question to ignore for the present all books which present theories regarding childhood in general, and devote herself to observing in particular the children with whom she has to deal. Thoughtful observation and good sense will do more than books for the time being. If Johnny fails in his number, let her ask herself *why* he failed. Are there preliminary steps which he should have taken? Go back and take them. Was the problem too complex? Use a simpler one applying the same truth. Is he inattentive? Teach him to see, and in all his work strive to fix the habit of attention. Is he indifferent to the old forms? Try new ones. Seek for the cause of the failure; let that determine the remedy.

What does the child need?—what will supply his need? are the two questions to be asked. These answered, the path is plain. Knowing what ought to be done, let us do it.—*American Teacher.*

Busy Work.

A thought about busy work for the second grade has occurred to me. I have not yet arranged my own material for it and can give no assurance of its utility. "Busy Work" is a term variously interpreted. What I had in mind is somewhat like this: I have fifty pupils, good, fair, or poor as to ability. While twenty-five are in recitation, the others are doing slate work. That slate work may be made long enough to keep the brightest pupil busy for twenty minutes; but if so, the "poor" or "fair" child can do less than half

the assigned task. He becomes daily more and more disheartened because of never quite accomplishing the work. Even though he knows that only his best effort is expected or required, be the result little or great, yet he misses after all that kind of uplifting which comes only with the sense of completion. This must be as surely so with children as with ourselves.

Accordingly, it seems to me better now and then to lessen the task that all may finish it by trying, and even the lowest one may have one extra minute of his own. If this is done we know that bright little May will have fully ten minutes of her own, perhaps twice a week.

One of my associates suggests extra problems for Mary, giving her extra 10's for these. For unless the extra 10's are given, Mary will acquire a habit of dawdling and will use twenty minutes where ten would suffice. If the extra 10's are given is there not the same prominence given to the brightest pupil as in the first instance? Is there not the same discouragement among the slower workers? True, that is only what these must see all through life.

I think, though, that it will pay to give them a happier day once in a while. Not necessarily at regular intervals, better not so, but at least twice in each week.

My problem is what to find for Mary's busy little brain and fingers during her ten extra minutes. It ought to be something that will not suggest the task just completed. It must not be given in the spirit or word of a reward. I wish only to keep her out of mischief and happy. There must be enough material to supply the entire class, for I mean that even poor, stupid Tom shall sometimes look up with a glad "I'm done!"

One plan has been tried. The children brought picture cards. These were looked over and the best ones selected. They include birds, flowers, children playing, maps of one state or country, useful plants, fruits. Each card is cut into pieces and placed in a new envelope. The envelopes are numbered. At the hour for slate work the envelopes are placed on my desk. As a child completes his work he may step quietly to my desk for an envelope.

The children enjoy this, but of what use is it? Possibly it cultivates the observing faculty, though I am not sure of even that.

My new plan is to collect prints from the best periodicals for children—*St. Nicholas Wide-Awake, Our Little Ones*. Also short stories in easy words, or short poems for little folks, printed in plain type. Then I mean to fit a story or easy verse to each pretty

picture of the babies, birds, or posies. The stories and pictures will be pasted on stiff card-board.

I hope to find sufficient material for twenty-five cards.

If the plan proves successful I will tell you next month. Meanwhile, I shall be glad to receive through the *Journal* any other suggestions for Busy Work. I have tried splints, using them to make designs in lines, squares, and for aid in number work. The children cannot use these to advantage without my directing.—X. Y. Z. in *Colorado School Journal*.

Telling Stories to Primary Pupils.

The reasons why the telling of stories in primary grades is urged are :

1. To introduce the child to literature.
2. For their ethical value.

The reasons why each child should be trained to reproduce stories in his own language are :

1. On account of the great value of this power later on, in the reciting of history and description.
2. Because the younger the child, the more easily he may be led to an unconscious and free expression of thought.

The child should early be introduced to good literature, because the taste for good reading is worth more than the ability to read.

The requirements of the first two years, excepting number, consist largely in learning symbols for ideas already known. Good reading is needed to furnish new and interesting ideas during this period.

There is a tendency in some primary schools to neglect literature for elementary science. Fact and fancy should go hand in hand, and any system of instruction or of text-books which does not recognize this truth is one-sided and incomplete.

A moral truth appared in attractive story will find its way to a child's heart when precepts are unheeded and preaching antagonized; hence the ethical possibilities of the story.

The power to reproduce stories orally is a valuable preparation for all advanced study requiring the reproduction of the thoughts of others. There is an anecdote related of two students who agreed that they would train themselves to master a lesson at a single reading. Their marks fell, but they persevered and not only regained their former standing, but acquired exceptional power.—*Pub. School Journal*.

NOTES AND QUERIES.

WOULD I BE A TEACHER OR A SCRIBBLER?

DEAR EDITOR:—If you were back in your twenties again, engaged in teaching with fair success, and with interest and earnestness, and yet had an inborn inkling to enter the newspaper field, leaving all considerations of money or ease out of the question, what course would you pursue?

L. C. C.

Lima, O.

I suspect that, under just the conditions named, I should teach as long as there was a good demand for my services as a teacher, and resort to the quill or lead-pencil when more ready employment offered in that direction. But if I could go back into the twenties again and carry with me all my experience and my present views of life and duty, I would unhesitatingly enter the school-room in preference to the newspaper field. Teaching is a more noble and more useful calling than ordinary journalism; and it offers greater opportunity and incentive to self-improvement—to growth in purity and goodness. The effect of one's occupation on character is a consideration of no small consequence. Of course much depends on taste and adaptation. And much depends on the course of events, or what I should call the leadings of Providence. Do with your might what your hands find to do, is a good rule. It is said that God has His plan for every man, and it is well for every man to hold himself in readiness to fall in with the plan as it develops. I do not regret for a moment that most of my life has been devoted to teaching; on the other hand, I derive a great deal of satisfaction from the retrospect of the years of work for the young people.

—EDITOR.

QUERIES ANSWERED.

Q. 262.—This phrase, the three R's, is generally referred to Sir William Curtis, Baronet, Lord Mayor in 1795, and for thirty-six years Alderman of the Ward of Tomer. He gave a toast at a dinner, "The three Rs." Although a man of limited education, he was very shrewd, and not so ignorant as to suppose his presumed orthography was correct. He chose the phrase in the above form purely for a jocular reason.—*Quizzism by Southwick.*

F. J. BECK.

Q. 271.—In February, 1631, the colony at Charlestown was reduced to the very point of starvation, and when a vessel with supplies arrived a day of public rejoicing and *thanksgiving* was ordered by the Governor, and this is considered to have been the first Thanksgiving-Day held in America. During the following

years frequent days of thanks were appointed in the New England colonies. At first the appointments were at different seasons of the year—sometimes twice in one year—and for special reasons: a victory over the Indians, or the arrival of ships with provisions and new colonists; but later the day came to be set apart in the autumn or early winter, to give thanks for the abundant harvests and generally prosperous condition of the colonists.

Thanksgiving Day was a national institution during the Revolution, and was annually recommended by congress; but after a general thanksgiving for peace, in 1784, there was no national appointment till 1789, when Washington recommended a thanksgiving for the adoption of the Constitution. The first official appointment of a Thanksgiving Day in the State of New York was made in 1817, but the Governors of Western and Southern states did not generally follow the custom until after 1850. Lincoln recommended special thanksgiving for victory in 1862 and 1863, and in 1863 and 1864 he appointed the annual Thanksgiving Day by national proclamation. Since that time annual thanksgiving proclamations have been issued by the Presidents, the Governors of the several states and the Mayors of the principal cities.

F. J. BECK.

The custom originated in New England in the autumn of 1623. After the plentiful harvest had been gathered, Gov. William Bradford sent out men to collect game in order to have a general thanksgiving feast. The people met together and thanked God for the good world and the good things in it. How different from the unsanctimonious way in which it is observed now! It was made a national festival in 1862.

M. TOPE.

Our custom of setting apart a day each year for Thanksgiving originated with Gov. Bradford of Plymouth colony. He issued the first thanksgiving proclamation in the fall of 1621. It was celebrated by a feast of thanksgiving and praise. But the idea was not a new one. It had been a custom among various nations from the earliest times. At first the observance of this custom was confined to the Puritans, but afterwards Washington recommended its observance. Lincoln also issued a proclamation for a public thanksgiving during the civil war.

MARY E. CLARK.

Q. 273.—A teacher must have all the branches which he teaches, on his certificate.

J. W. JONES.

No. Persons who are to teach subjects not on the list of studies enumerated in the statute, or in any legally prescribed

course, must have a certificate covering *all* such branches. Not only the teacher, but each member of the board of education is severally liable for the re-payment of money paid, under their vote and order, to a teacher who does not hold a certificate covering *each* and *every* branch taught.

F. J. BECK.

Answers of same import from M. Tope and A. A. Atkinson.

Q. 274.—It is *forgery* for a teacher to add branches to his certificate, or to change the date of it.

J. W. JONES.

Revocation of his certificate to teach, and a term of from one to twenty years in the penitentiary for forgery.

M. TOPE.

Q. 275.—The U. S. Bonds that are still unpaid, are the 4 percent ones,—due in 1907; and a *few* of the 4½ percent ones that are due now.

J. W. JONES.

Q. 276.—The distinguished Henry Clay was called "The Mill-boy of the Slashes." He was born in Hanover county, Va., in the neighborhood of a place called the Slashes (a term for a low, swampy country). Near by was a mill, to which, when a boy, he was often sent on errands. Hence he received the sobriquet "The Mill-boy of the Slashes."

E. K. WOLF.

The slashes is a term applied to timber cut down when it is green, and allowed to dry during the summer season; it is fired during the fall while it is dry, and much is thus burned up. Much of the land, especially beech forests, was thus cleared or "slashed," as it was called.

J. R. C.

Answers of same import by Elmer Beets, B. O. Martin, F. J. Beck, Warner Stockberger, A. A. Atkinson, M. Tope, I. C. D. and C. W. R.

Q. 277.—I think it depends largely upon what is meant by examinations. Every recitation should, to a certain extent, be an examination. Review questions once a month, I think, would be very profitable in finding out the result of the work done, and where and how to make improvements. Besides, it is a diversion and will tend to prepare pupils to meet such tests as they may come upon in after life.

M. TOPE.

Q. 278.—"Him accustomed to return," is a noun phrase, used as the object of the verb *has made*. The idea expressed by the infinitive "(to be) accustomed" being the basal part, is the true object of *has made*. "Him," a personal pro. in the obj. case, is the subject of this basal infinitive. "To return" is an infinitive

with an adverbial construction, modifying the meaning of (*to be*) *accustomed*.

G. G. Cole.

Not a good sentence. Change to "The fear of being discovered has *accustomed him to return* early." Here *accustomed*, of course, is part of the transitive verb; *him* is a per. pro., obj. of *has accustomed*; *to return* is an infinitive verb, construction of an adj., and modifies *him*.

A. A. ATKINSON.

Him is a personal pronoun, the attributive object of "has made"

Accustomed is a participial adjective, limiting "him" and *to return*, is a verb in the infinitive mode with the construction of an adverb limiting "accustomed."

FEE NAYLOR.

"*Him*" is a personal pronoun, objective case; "*accustomed*" is a perfect participle, it belongs to "*him*"; "*to return*" is a verb, pres. tense, inf. mode, it depends upon "*accustomed*."

F. J. BECK.

Some further variety of answers by Elmer Beets, M. Tope, E. E. B. and F. L. K. We like Mr. Beck's disposal of these words as well as any.

—ED.

Q. 279.—"That," conjunction, introductory, introduces the noun clause "The moping owl does, etc.," which is the object of the prep. *save* (equal to *except*). "Such" limits "persons" omitted, the object of prep. *of*, and antecedent of relative pronoun *as*.

Holmesville, O.

G. G. COLE.

That is a subordinate conjunction, introducing the clause, "The moping owl," etc. "Creatures" is omitted after "such."

FEE NAYLOR.

Q. 280.—Imagine a horizontal line to be drawn from the top of the 50 ft. pillar to the 75 ft. pillar. This line will touch the 75 ft. pillar 25 ft. from its top. It is evident that the 75 ft. pillar must break below this line. Let x = distance from horizontal line to point where the pillar breaks. We then have an inverted right-angle triangle. The horizontal line, 30 ft., is base, x is perpendicular and $x + 25$ is hypotenuse. $x^2 + 900 = x^2 + 50x + 625$. $50x = 275$; $x = 5\frac{1}{2}$, and $x + 25 = 30\frac{1}{2}$, ans.

So. Solon, Ohio.

JOHN MEAGHER.

Solution: $75 - 50 = 25$; $30^2 - 25^2 = 275$; $275 \div (25 \times 2) = 5.5$; $25 + 5.5 = 30.5$ feet = length of the top part; $75 - 30.5 = 44.5$ = stump or lower part.

J. W. JONES.

The following rule, derived from algebraic solution, will solve all similar problems: Square the three numbers; from the square of the higher tower subtract the sum of the squares of the lower and the distance between them, and divide the difference by twice the difference in height; the quotient will be the height of part of higher tower remaining standing.

Marshallville, Ohio.

R. A. LEISY.

Various solutions and same answer by F. J. Beck, F. J. Schantz, A. A. Atkinson, G. G. Cole, Edw. Sauvain, M. C. Lytle, C. W. R. and F. L. K.

QUERIES.

281. Is it wise to set apart every Friday afternoon in school for literary exercises, such as declamations, readings, etc.? F. N.

282. What measures would a judicious teacher adopt to promote regularity and punctuality of attendance? BEETS.

283. Should the Metric System be taught in the public schools? M. E. CLARK.

284. With what three principal feelings of emotion in children has the teacher to deal, and how should each be treated?

E. B.

285. When and how did Spain again come in possession of Florida, after the treaty of Paris in 1763? E. E. B.

286. Why is it that the verb is the most highly inflected part of speech? J. D.

287. What is the philosophy of our becoming dizzy from rapid whirling around? F. J. C.

288. Which is the correct form, somebody's else opinion, or somebody else's opinion? Why? W. A. T.

289. "The hypotenuse of a right-angle triangle is 60, and the side of the inscribed square is 18. Required the base and perpendicular." Solution by arithmetic, if it is possible. It has "floored" all our teachers. M. C.

Chillicothe, O.

290. A man traveling at a constantly increasing rate, is observed to have gone 1 mile the first hour, 3 miles the second hour, 5 miles the third hour, and so on. How far will he have gone in $6\frac{1}{2}$ hours? * *

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.

The Ohio Teachers' Bureau has been merged in the National League Teachers' Bureau. See fuller mention elsewhere.

Preparations are being made for the annual meeting of county and city boards of examiners to be held in the Columbus High School building, Dec. 31. The committee hope for a large meeting and urge that *all* examiners be present. The programs will be sent out soon.

Referring to the attendance of 300 teachers at a temperance conference held at Plymouth, England, the *Temperance Record* observes that it was wise that the strongest kind of effort should be made to engage the interest and secure the sound conviction of teachers of public elementary schools. The full force of this remark may be appreciated when it is known that at the same conference the startling fact was elicited that only *one in eight* of the male, and *one in five* of the female teachers of the United Kingdom were known to be total abstainers. This would be a good field for missionary effort.

"Modest, unassuming Americanism is a contradiction in its very phraseology. The American boy who will not wear his cap, or whistle, or give a yell, in the presence of older people, and in places calling for quiet deference, is an exception—and a rare one at that."—*London Schoolmaster*.

There is an old book in which it is written, "Thou shalt not bear false witness against thy neighbor." We wonder whether the *Schoolmaster* has ever seen it. There are, no doubt, a good many American boys whose manners might be improved; but there are also very many who rarely betray greater lack of true gentility than is betrayed in the few lines quoted above.

We are always pleased at any recognition of merit in anything contained in the MONTHLY. It is gratifying to find articles from the MONTHLY, whether contributions or editorials, copied in other educational journals; and we are frequently gratified in this way. We confess, however, that when we find some of our best thought, upon which we have spent time and effort, stolen outright and palmed off as the

production of some other mind, the pleasure is somewhat marred. The November number of the *Ohio Teacher*, published at Cambridge, Ohio, contains on its first page an article on "Primary Reading," by L. E. Booher. It constitutes about the first one-fourth of an article on that subject, written by the editor and found on page 584 of the volume of the MONTHLY for 1885, December number. We infer from the abrupt ending of the article in *The Teacher* that it may have been Mr. Booher's purpose to follow it up with other installments from the same article in the MONTHLY. We advise him to do so by all means, for there are better things in what remains than in the part he has used. Brother McBurney may have something to say about that, however.

We feel like complimenting Mr. Booher on the accuracy with which he has copied from the MONTHLY. The blunders are few and slight. "That" is substituted for "which" in one place, and the word "and" is supplied in place of a semi-colon in another place. Mr. B. is at liberty to use this compliment the next time he applies to the examiners of his county for a certificate, provided he does not detach it from its connection.

STATE COMMISSIONER CORSON.

The success of the Republican ticket at the late election in Ohio carried with it the election of O. T. Corson as State Commissioner of Common schools. We predict for Mr. Corson an efficient and successful administration. He has unbounded energy and enthusiasm, and a wide and familiar acquaintance with the schools and teachers of the State. All eyes are now turned to him as the Moses who shall lead us out of the wilderness in which we have been wandering these years, into the Canaan of progress and prosperity. We hope he will speak unto the Legislators that they go forward.

The term for which Commissioner Miller was appointed does not expire until the end of the present school year, and if he should by that time succeed in getting the procession formed and started, we shall shout his praises long and loud.

One thing is gratifying to all concerned: So far at least as the two leading candidates for this office are concerned, the campaign has been one of mutual respect and good will.

FORTY YEARS.

It cannot be otherwise than gratifying to the friends of education in Ohio, especially to the tried and true friends of the MONTHLY, that this journal has reached the end of its fortieth year in health and vigor, and with good prospect of yet other years of usefulness before it. It has witnessed great changes in educational affairs in the State, and has had some part in bringing them about, though not all the measures it has advocated from the beginning have been carried out. On the first page of the first number, "efficient supervision of the common schools of the State," and "a course of special training or professional education for

teachers," are prominently named among the measures to be advocated by the new journal. The fervency and persistence with which these measures have been urged from that day to this are worthy of better results than have yet been reached.

Of the men who were active and prominent in the State forty years ago, but few remain to this day. The journal started with a corps of six editors: A. D. Lord, Columbus; H. H. Barney, Cincinnati; J. C. Zachos, Dayton; M. F. Cowdery, Sandusky; I. W. Andrews, Marietta; Andrew Freese, Cleveland. Of these, Zachos and Freese are the only survivors. We note here and there through Volume I the names of a few others then prominent who still survive: T. W. Harvey, M. D. Leggett, Josiah Hurty, E. D. Kingsley, John Ogden, D. F. DeWolfe, Aaron Schuyler, A. C. Deuel, J. Tuckerman, A. Holbrook; and there are doubtless others not known or recognized by the writer. The names of those who have gone would make a much longer list, and to many of them, as well as to some still living, great credit is due for their self-denying efforts to build up the free school system of Ohio. May those upon whom the responsibility now rests be faithful in carrying on and perfecting the work so well begun. Andrews, and Lord, and Cowdery, and Olney, and Smyth, and Edwards, and Henkle, and Mitchell and Tappan, and many others, are gone; but there are good and true men to take their places. Let the ranks be closed up, and let the column move on.

With the next issue, the MONTHLY will start on a new decade, full of hope and full of courage.

May the new year bring to all our readers grace, goodness, and peace.

FREE TEXT BOOKS IN CANADA.

Our conservative neighbors across the lakes are setting Ohio an example worthy of imitation in the matter of Free Text Books, as witnesseth the following letter kindly sent us by Superintendent Ross :

BOARD OF PUBLIC SCHOOL TRUSTEES.

INSPECTOR'S OFFICE, TORONTO, NOV. 2, 1891.

W. W. Ross, Supt. Schools, Fremont, Ohio.

Dear Sir : I am very much obliged to you for your excellent pamphlets. The one relating to Free Text-Books comes to me at a very appropriate time. I received it on the very day I returned from Massachusetts, after a visit to investigate the question. Our Legislature passed a permissive act last session, and I think we will adopt the plan at Christmas. Thank you.

Yours truly,

JAMES L. HUGHES.

Free text-books for free schools is manifestly the true policy, and it is rapidly making its way wherever a fair investigation has been made. The testimony of those who have given the plan a fair trial is that it increases the attendance and efficiency of the schools, greatly reduces the cost, and is in harmony with the other features of our free school system. What is Ohio going to do about it?

Brother Ross permits us to say that he will send a copy of his free text-book pamphlet to all Ohio senators and representatives whose addresses he can obtain. Teachers all over the State will serve a good cause by sending post-office addresses of such senators and representatives as they may know.

LEGISLATIVE COMMITTEE.

The Committee on School Legislation, appointed by the Ohio Teachers' Association, at its last meeting, is moving. The committee consists of F. Treudley, Youngstown; Alston Ellis, Hamilton; J. J. Burns, Canton; J. A. Shawan, Columbus; J. B. Mohler, Gallipolis; E. B. Cox, Xenia; J. C. Hartzler, Newark; H. M. Parker, Elyria; W. W. Ross, Fremont; H. N. Mertz, Steubenville. Also, *ex-officio*, the President of the Association, W. J. White, Dayton, and State Commissioner C. C. Miller, Columbus. For the more efficient carrying on of the work, the following assignment of counties has been made to the members of the committee :

TREUDLEY:—Ashtabula, Trumbull, Mahoning, Columbiana, Lake, Geauga, Portage, Cuyahoga, and Summit.

MERTZ:—Jefferson, Carroll, Harrison, Guernsey, Belmont, Noble, Monroe, Morgan, Washington.

BURNS:—Stark, Tuscarawas, Wayne, Holmes, Coshocton, Muskingum, Ashland, Richland, Knox.

MOHLER:—Athens, Meigs, Gallia, Lawrence, Vinton, Jackson, Pike, Scioto, Adams.

HARTZLER:—Marion, Morrow, Delaware, Licking, Fairfield, Perry, Hocking, Ross.

SHAWAN:—Franklin, Pickaway, Fayette, Madison, Clarke, Champaign, Union, Logan, Hardin.

E. B. COX:—Greene, Montgomery, Miami, Shelby, Auglaize, Mercer, Allen, Van Wert, Putnam.

ELLIS:—Darke, Preble, Butler, Hamilton, Warren, Clermont, Clinton, Highland, Brown.

ROSS:—Sandusky, Ottawa, Wood, Lucas, Henry, Fulton, Paulding, Defiance, Williams.

PARKER:—Lorain, Medina, Erie, Huron, Seneca, Crawford, Wyandot, Hancock.

THAT BLAST FROM THE WEST.

DEAR EDITOR:—Since reading Mr. Greenwood's article I have stopped two or three times to think—actually stopped to *think*; and the not thinking is just what is hurting pupils and a great many teachers, too.

Only a short time ago, in talking to a prominent city superintendent about our course of study, about laying out just so much in arithmetic for a year's work, or saying how many pages shall be learned in history and grammar, he agreed with me in condemning the whole thing, but remarked, "We are compelled to do it." Now I want to ask why we are compelled to do it. Which is the better, sacrifice the child for the

system, or the system for the child? Certainly the latter. There was not very much system in the work during my early school days, and I believe, in many cases, we have systematized the life, energy, and certainly the originality, out of the boys.

We learned more arithmetic and learned it better in one year than pupils do now in two. But some one says, "That's all you did learn." That's a "*no-such-a-thing*." We learned to read and to read understandingly. More good literary gems are stored up with us now from our old readers than the average high-school pupil has when he gets through school. We were not stuffed and surfeited, but were continually hungering for something good to read. How many boys and girls can you find now that know anything of the selections in their readers? Just try the experiment once, and you will be surprised at what they do not know.

Well, it may be I am away behind the procession, but we learned to spell, along with our other accomplishments. Of course, there are many people who think it no disgrace to spell poorly. And grammar! This poor, sickly, puny teaching of language by persons who are nothing but copyrights has certainly had its run, and we will soon get back to the good old times when grammar was taught. Our high school was an old log house, high up on the hill, but we graduated in grammar. "Paradise Lost," Pollok's "Course of Time" and "The Deserted Village," were familiar to us. How we delighted to "parse" and "analyze." There was no "wishy-washy" foolishness in it. It was hard work and made us *think*, as pupils do not in this day of *easy times*. Now the thing to do is to get back to some of the *good old ways*. More mental arithmetic, some good wholesome grammar, reading and spelling better taught, fewer shams and more realities, and we will have more thinkers.

M. F. ANDREW.

Newport, Ky.

"CONDUCT AS A FINE ART."

In the book department of our last issue there appeared brief mention of a book bearing the above title, with a promise of something more concerning it, after more thorough examination. As previously stated, the work consists of two parts, or rather, it is two books in one. The American Secular Union, of Philadelphia, offered a prize of *one thousand dollars* for the best essay, treatise or manual suited to aid teachers "to thoroughly instruct children and youth in the purest principles of morality without inculcating religious doctrine." The prize was divided equally between the two authors of this book.

It is stated in the preface that both authors are friends to religion, and have written from a deep conviction of the need of moral instruction in the public schools and the inexpediency of attempting to teach morals there on a religious basis.

Part first, written by Nicholas Paine Gilman [editor of the "Literary World"], is entitled *Laws of Daily Conduct*. The author characterizes

his effort as "an attempt to perform what seems to be the much-needed service of clearing the mind of the common-school teacher as to the nature and limits of the moral training which may advisedly be given in the school-room."

The first and second chapters make very clear what it is to live under law and the obligation of obedience to moral law, with a studied avoidance of any mention of what law always implies—a law-giver. In the chapters following, such topics as self-control, truthfulness, justice, kindness, honor, personal habits, patriotism, and life according to the Golden Rule, are treated in such way as to aid teachers in preparing short talks on practical morals. The injunction is to avoid "preaching" and hold fast to actual life as the children already know it. Generalities and abstractions are to be shunned, and questions of right and wrong in real conduct and life are to be presented in simple conversations. The author's carefulness not to cross the imaginary line he draws between morality and religion is quite manifest. Of course it would never do to make any direct allusion to the Bible, and so we find, "The Jewish Book of Leviticus says: Thou shalt love thy neighbor as thyself."

Part second, written by Edward Payson Jackson, one of the masters of the Boston Latin School, bears the title *Character Building*, and takes the form of talks between Dr. Dix, Principal of the Freetown Academy, and his pupils. These "talks" are admirably done, as far as they go, and they ought to be worth to any teacher many times the price of the book (\$1.50) in suggestion and helpfulness. If the teacher could do nothing more than read to his pupils one or two of the conversations each week, it would be well worth the doing. Dr. Dix shows himself to be a very sensible school-master, and evidently on very good terms with his pupils. The boys and girls speak their minds very freely, and occasionally turn the tables on the Doctor in fine style.

But we are free to confess that we are not pleased with what seems to be the distinguishing characteristic of the book, its shying (that seems to be just the word) at religion—its utter ignoring of the Supreme Being and our relations to Him. We said last month that it seemed like an effort to find a way to be good without God, and so it still seems. Our government, both state and national, continually recognizes God, as witness the oath in courts of justice and the Thanksgiving proclamations of President and Governors. Why should God be excluded from our school-rooms? May that day never come. God forbid it!

The book is published by Houghton, Mifflin and Company, Boston.

FOR READING CIRCLES.

To Test Our Reading of the October Currents, Attention, Comprehension, Recollection, Expression.

1. Name three systems of irrigation.
2. Give the gist of our little "tiff" with Chile.
3. Causes of disturbance in Russia.
4. Define: "Mexico has for many years held the balance of trade with this country."

5. State the main cause of the labor troubles in Tennessee.
6. Correct: a. "Hawaii is directly in the path from San Francisco to the Occident." b. "She, the Blake, is guaranteed to steam twenty-two knots an hour."
7. Where and what is Sutter's Old Fort?
8. Prime use of the willow in Holland.
9. Significant hint of Gladstone to the British House of Lords.
10. Right of Americans to reside in China, how restricted?
11. Present condition of Ireland.
12. Why did San Domingo recently abolish a part of its "free list?"
13. What is reciprocity? How does it differ from free trade?
14. What are bye-elections?
15. What historic cannon lately brought to the World's Fair grounds?
16. Can we make it rain?
17. Where is the Anglo-Saxon race for the first time becoming an inland people?
18. Who are the candidates for Sherman's seat in the U. S. Senate?
19. The United States furnishes less than 12 percent of Colombia's imports. Which way, probably, is the balance of trade?
20. Is it fair to call smuggling "free trade?" *Vide* p 52. However, Jno. Fiske calls smugglers "missionaries of a higher civilization."
21. What is a "fresh water college?"
22. What percent has Canada increased in population in the last decade?
23. The cause of Parnell's downfall.
24. What is this commotion about Russia and the Dardanelles?

B.

SUPERINTENDENTS IN COUNCIL.

The Western Ohio Association of Superintendents had a most profitable meeting at Troy, Oct. 29th, 30th and 31st, with the largest attendance yet secured at such gatherings. The session opened precisely as announced, on Thursday evening, at 7:30, in the Council Chamber, a commodious and well lighted room directly across the street from the hotel where most of the Superintendents were quartered.

A larger number of the suggested topics were disposed of than at any former meeting, although there was no disposition to hurry matters at all. Quite an animated discussion arose on the value of diacritical marks in the teaching of spelling. A consensus of opinion showed that while such artificial aids are of great value in the training of children to read, that is, to pronounce words quickly and accurately, yet for spelling exercises their use is practically a waste of time, and whatever of value there may be in the marking exercises is purely incidental to learning to spell.

A lively interest was taken in the question of how to curb the tendency of boys to the tobacco habit. It developed that the best way for school-men to operate along the line of reform was to be exemplars of

total abstinence themselves. A test was made and the surprising result was shown that but three out of forty-five present used the noxious weed at all. [Good!—Editor.]

Language culture brought forth a lively interchange of opinion, and the almost universal verdict was reached that our text-books are not yet sufficiently comprehensive, systematic or thorough. Many plans were given, but no question was raised that serious efforts to do satisfactory work in this branch of education must be deferred until our teachers as a class are more cultured, more consecrated and more skillful.

Normal schools, township organization, and a few other time-tried, not to say fire-tested, topics came in for their share of attention; but the most profitable and by far the most animated discussion was on this topic: What shall be done to make independent thinkers?

It may not be invidious in this connection to mention the names of a few men who made this theme burn with their eloquence and earnestness. Supts. Johnson, Cox, of Xenia, Bennett, of Piqua, Ellis and White became so thoroughly aroused that the fire spread throughout the entire body of men present, and the suggestions and thoughts which these leaders brought forth were aptly seconded by almost every one. Hard thinking among students can only come from contact with an enthusiastic, consecrated, industrious teacher, one who really has experienced the luxury of a headache from prolonged and exhausting intellectual effort.

The limits assigned for this report are perhaps already transcended, but the features of the meeting have been barely hinted at. The meeting, as to numbers and inspiration, is believed to be the best yet held, and it is hoped that many more will come to the gathering in the spring at Dayton.

Very little time was given to visiting the Troy schools, some dozen or fifteen Superintendents only dropping out from the morning session of Friday for a half or three-quarters of an hour, to peep into the grades of this famous public school town. This may be taken as a fair index of the interest of the meetings, though the Troy teachers were much disappointed. However, the members of Supt. Van Cleve's corps returned the few calls with heartiness, for nearly all of them were interested auditors at one or several of the sessions.

The following were elected officers for the ensuing meeting:

President, N. H. Chaney, Washington C. H.

Secretary, M. A. Yarnell, Sidney.

Treasurer, B. B. Harlan, Middletown.

Executive Committee, Alston Ellis, Hamilton; J. M. Greenslade, Lima.

The following is the roster of those in attendance:

W. J. White, Dayton; C. W. Bennet, Piqua; Sam'l Major, Hillsboro; Alston Ellis, Hamilton; A. B. Johnson, Avondale; N. H. Chaney, Washington C. H.; E. B. Cox, Xenia; W. W. Weaver, Napoleon; R. W. Mitchell, Alpha; J. M. Muiford, Mechanicsburg; W. McK. Vance, Urbana; M. A. Yarnell, Sidney; E. M. Van Cleve, South Charleston; G.

A. Hubbell, Fairfield; Theo. S. Fox, Centerville; G. W. Brumbaugh, Brookville; G. B. Bolenbaugh, New Richmond; C. L. Van Cleve, Troy; S. A. Minnich, Arcanum; W. U. Young, West Carrollton; J. A. Shawan, Columbus; J. M. Reason, West Liberty; L. D. Bonebrake, Mt. Vernon; F. G. Shuey, Camden; J. H. Snyder, Tiffin; W. H. Lilly, Van Wert; J. P. Sharkey, Eaton; J. D. Simkins, St. Mary's; J. E. Ockerman, Batavia; C. F. Stegmaier, Harrison; S. Wilkin, Anna; J. M. Bunger, Union City; J. M. Greenslade, Lima; B. B. Harlan, Middletown; P. C. Zemer, Ansonia; L. I. Morse, St. Paris; F. G. Cromer, Greenville; C. W. Williamson, Wapakoneta; R. F. Bennett, Covington; J. F. Keating, Conover; J. J. Osborn, New Carlisle; J. T. Bartmess, Tippecanoe City; Joseph Swisher, De Graff; Jno. C. Ridge, Waynesville.

As a pleasant souvenir of the occasion, Supt. Van Cleve and his wife took the picture of the "boys" in a group, and presented each Superintendent included therein with this reminder of a profitable session.

O. T. R. C. TREASURER'S REPORT.

DEAR EDITOR: Permit me to acknowledge through the MONTHLY the receipt of the following membership fees since my report in November:

T. J. Green, Shelby, Richland county.....	\$ 2 25
Mary N. Roberts, Columbus, Franklin county.....	3 25
Annie M. Conliss, Toledo, Lucas county.....	7 75
Nannie E. Torrey, Marysville, Union county.....	1 50
L. A. Sigrist, Wayne township, Tuscarawas county.....	2 75
M. R. Andrews, Marietta, Washington county.....	7 50
L. A. Robinson, Aberdeen, Brown county.....	25
R. B. Smith, Uhrichville, Tuscarawas county.....	2 75
O. O. Vogenitz, Red Wing, Minnesota.....	25
J. J. Burns, Canton, Stark county.....	17 50
Edith Butler, Alexandria, Licking county.....	25
Anna M. Clark, Shelby, Richland county.....	25
F. L. Baer, Dover township, Tuscarawas county.....	2 25
W. H. Gregg, Quaker City, Guernsey county.....	1 50
W. B. Harris, Sylvania.....	25
J. J. Houser, Belleville, Richland county.....	50
Clara Spohr, Columbus, Franklin county.....	2 25
Adam H. May, Kettlersville, Shelby county.....	25
Irene Shaeffer, Auburndale.....	2 00

Total..... \$55 25

CHAS. HAUPERT, *Cor. Secy. and Treas.*

New Philadelphia, Ohio, Nov. 24, 1891.

EDUCATIONAL INTELLIGENCE.

—Chagrin Falls is to have a new school building at an estimated cost of \$15,000. Music has been added to the course of study and a \$300 piano purchased for the high school.

—The Wadsworth schools, under the superintendence of F. M. Plank, are moving on smoothly. The month of October closed with a gain of thirty pupils over same month last year, and an enrollment of 62 in the high school.

—The next meeting of the National Educational Association will be held at Saratoga Springs, July 12-15.

—The Wayne-Ashland-Medina Teachers' Association holds its annual meeting at Lodi, Dec. 4 and 5. The leading feature of Friday evening's session is an elocutionary contest, open to pupils of the public schools in the three counties, with first and second prizes.

—Hon. George Ross, minister of education for Ontario, has excluded the teaching of sewing from the girls' schools in his jurisdiction on the ground of its being a hindrance to the girls in the cultivation of their mental faculties. So the pendulum swings.

—Loudonville has a corps of nine teachers, with an average enrollment of 55 pupils to each teacher. The High School has 49 enrolled, the largest attendance in the history of the schools. G. C. Maurer is in charge of the schools, with J. W. Scott as principal of the High School.

—The teachers of Sandusky county had a good meeting at Fremont, Nov. 14. W. A. Gossard read a paper on the truant law, and J. A. Smith one on free text-books. Mr. Kline, of Clyde, made an address on The Chief End of Teaching, and G. F. Aldrich spoke on County Supervision. The next meeting will be held Feb. 13, 1892.

—The schools of Gallipolis now employ 30 teachers, with an enrollment of over 1,200 pupils—153 pupils and four teachers in the high school. The truant law is carried out to the letter, backed by the sentiment of the people. The teachers meet Thursday afternoon and evening every two weeks to hear lectures by Dr. Gordy, on psychology and United States history.

—The vicious English system of "payment by results" seems to exist in a modified form in this country. The *Florida School Journal* complains of the practice of some boards of education in that State of requiring teachers to make a certain average attendance in order to entitle them to full salary, and of scaling the salary down in case of failure to make the required average. The result of this, in some cases at least, will be to punish honesty and reward lying.

—The regular meeting of the Hamilton county Teachers' Association was held at Hughes High School, Nov. 14, with program as follows:

Instrumental Solo, Miss Louise Murphy; Report of Committee on Course of Study; Advantages of a Uniform System of Text Books, H. P. Dayton; Pupils' Reading Course—What Success? Some things I Saw in the Schools of Germany, Miss Minnie Mohr; Vocal Solo—Marie, Mrs. J. C. Hockett; Modern Surgery, Dr. Joseph Ransohoff.

—Newark has organized a University Extension course of lectures, with sixteen lectures in the course—four on political economy, four on physiology, four on electricity and three on English literature. Two lectures on political economy have already been given by Prof. Colwell, of Denison University. The membership has reached two hundred, and everybody is delighted. An executive committee of ten, with Superintendent J. C. Hartzler as president, is managing the course.

—Anent the matter of school text-books, we notice Commissioner Miller's statement that Irish's Orthography and Orthoepey "will be placed upon the list of school text-books adopted by the State at the next meeting of the Board," and we are informed that boards of education can now secure the book at contract price.

—Through arrangements made by us with that popular juvenile, *Harper's Young People*, we are enabled to offer to all teachers and school officers who are our regular readers a portrait of Christopher Columbus. This portrait is 11x14 inches in size, and is printed upon paper suitable for framing. It bears no advertisement. It is after the original in the Naval Museum of the Spanish Government. All you have to do to secure the portrait is to write to *Harper's Young People*, Franklin Square, New York, mention THE OHIO EDUCATIONAL MONTHLY, and enclose a two-cent stamp to pay postage. This portrait, when framed, will be found a capital thing for any school-room, and very timely at the opening of the Columbian anniversary year.

—The teachers of Lorain county met at Oberlin, Nov. 14, with the following program: Class Exercise in Primary Reading with First Year Pupils.—Miss Tacy P. Anderson, Oberlin; Discussion opened by Supt. Kinnison, Wellington; Mensuration—When and How Taught in District Schools.—Supt. F. D. Ward, Lorain; Discussion opened by Supt. Waite, Oberlin; Dinner served at School Building by the N. P. W. C. T. U. of Oberlin; Visit to Oberlin College Museum and Library; Gordy's Psychology.—Prof. H. C. King, Oberlin; Questions were in order after the lecture; Report from Village and Township Reading Circles; Lecture on Astronomy illustrated by Stereopticon Views.—Prof. C. H. Churchill, Oberlin College.

—The first bi-monthly meeting of Clark County Teachers' Association was held at Springfield, October 24th. President S. Ogan made an inaugural address, speaking on "Associations of Teachers." C. L. Loos, of Dayton High School, discussed "Personal Responsibility;" Superintendent E. M. VanCleve, of South Charlestown, presented a sketch, introductory to the Reading Circle work, on "The Gradgrind System." Local reading circle secretaries reported a number of circles formed, and Clark county, heretofore meagerly represented, will now have a considerable membership. C. D. Garlough, of Pitchin, and Mrs. Florence G. Stafford, of New Carlisle, reviewed the work of "The 1891 Institute," showing it to have been a very successful institute. Superintendent E. B. Cox, of Xenia, presented "A Plan For County Organization," describing the Greene county plan. Carey Boggess, of Springfield, then presented resolutions looking to the adoption of some similar plan in Clark county. S. H. Neer, of Catawba, followed in a strong discussion of the subject, and the discussion then became general. The resolutions were referred to a committee, which will report at the next meeting. Decisive action will be taken November 28. Sec.

—The teachers of Fairfield, Licking, Perry and Franklin counties held a large and enthusiastic meeting at Basil, Fairfield county, on the day and evening of Saturday, October 24. We are indebted to Supt. R.

B. Bennett, of Basil, for a very complete report of the proceedings, which want of space compels us to condense somewhat.

The meeting was called to order by R. B. Bennet, Rev. G. H. Leonard leading in prayer. J. V. Tussing was chosen secretary. A. D. Groves, of Carroll, spoke at length on "Systematic Arithmetic," and other speakers followed in the discussion. F. E. Slabaugh, of Hebron, read a paper on "Practical Teaching," which was full of "practical" points. It was deemed more important for pupils to know something of the origin and history of political parties and the effects of tariff and free trade, than to be able to repeat the names of the presidents in order. W. H. McFarland, of Columbus, read an important paper on the "International Date Line" which gave evidence of profound and careful research.

As the time for dinner approached, the president ordered the doors closed and forbade the withdrawal of any until all had been assigned to a place of entertainment.

The afternoon session was opened with music by the choir. The hall was soon packed to its utmost capacity. "Some Elements of Power" was the subject of an excellent address by D. J. Snyder, of Reynoldsburg. Next came a paper on "Mental Culture," by E. Burgess, of Somerset.

Commissioner-elect Corson made an address which was much appreciated. He spoke of the importance of teachers recognizing the efforts of pupils, and of parents expressing their appreciation of teachers' efforts in behalf of their children. J. C. Hartzler closed the afternoon program with an excellent discussion of the "Province of Grammar."

A permanent organization was effected, with provision for two or three meetings each year. The next meeting will be at Hebron, some time in January.

At the evening session the hall was crowded to overflowing to hear the lecture of Commissioner Miller on "Alexander Hamilton." Mr. Miller held the closest attention of his audience from beginning to end. He introduced no anecdotes, but riveted attention by his attractive voice and manner and the vividness of his delineations.

It was estimated that at least 500 teachers and citizens attended the meeting.

—The meeting of the N. E. O. T. A. at Elyria, Oct. 31, 1891, proved to be one of the largest and best meetings of the Association. Trains from Cleveland, the South, North and West brought teachers and others interested in the cause of education. The Elyria High School room, though large, was well filled, and when Pres. W. V. Rood called to order, many found it difficult to obtain seats. After prayer and the reading of the minutes of previous meeting, Supt. R. H. Kinnison read an excellent paper entitled "The Modern Hygeia in the School-room"—i. e., the pretty, attractive, educated young school mistress of the 19th century. His description of the right kind of a teacher was so vivid that all such present could easily "see themselves as others see them." The paper abounded in good hits and sound sense. Here is one quotation: "Our safest naturalization papers are being made out in our public

schools, written upon the minds and hearts of the little strangers coming among us."

Miss Lettie Bennett, of Oberlin, followed with a spicy, well-written paper entitled "The Teacher's Apparel." The lady argued conclusively that the teacher ought always to present herself (and himself) arrayed so as to be attractive. So forcibly did she make her points that not a few "men folks" congratulated themselves upon the possession of new suits of clothes.

In the spirited discussion which followed, all agreed with Rev. Williams, the first to remark upon the papers, that all had been beautifully and well said. Bro. Moulton responded with a hearty Methodist *amen*.

After dinner (an excellent one, served by the Relief Corps,) the Association listened to Prof. W. D. Shipman, of Akron, on "The Higher Education of Women." Prof. Shipman made a strong plea for the best education possible for women—not for public life, but for home life. He would have the most highly educated housewives and mothers. It was a paper containing sound social and domestic doctrine.

Next followed Mr. Moulton's address in memory of Prof. E. N. Stanley. [Found elsewhere in this issue of the MONTHLY. Some remarks by different persons, following the address, have been held, in the hope of securing a full report from all the speakers, until too late for this issue.—EDITOR.]

A committee consisting of Geo. W. Waite, H. M. Parker, and L. W. Day presented the following paper :—

In view of the death of Prof. E. H. Stanley, who for several years was an active and efficient member of the N. E. O. T. A., this Association desires to put upon record its appreciation of his sterling worth and its sense of the loss which has befallen the Association and the cause of education.

Among the characteristic qualities which we have noted as prominent in the life of Prof. Stanley, are his thorough devotion to his calling, his earnestness of purpose, his lively appreciation of the good and true and his constant endeavor to exemplify them in his own life and to build them into the character of his pupils, and his readiness to do all within his power to further the interests of education wherever his lot might be cast.

The influence of an exalted life is his legacy to this Association, to his pupils, his relatives and his friends; a legacy whose value is not to be estimated in dollars and cents, but rather in noble characters which under his guiding and shaping hand have been formed for this life and for eternity.

This paper was unanimously adopted.

WARD.

PERSONAL.

—J. B. Mohler, of Gallipolis, is a member of the Gallia county Board of Examiners.

—Dr. W. H. Venable, of Cincinnati, has been engaged to give instruction at the Jefferson county institute in holiday week.

—M. F. Andrew has resigned his position at Newport, Ky., and expects to return to Ohio.

—Dr. W. S. Eversole, of Wooster, will spend the holiday vacation in institute work at Meadville, Pa.

—Supt. P. S. Berg, of Apple Creek, is now a member of the board of school examiners in Wayne county.

—Supt. E. P. West, of New Vienna, is president of the Clinton County Teacher's Association for this year.

—Dr. J. D. Irons has resigned the presidency of Muskingum College, New Concord, Ohio, to take effect Jan. 1, 1892.

—The editor spent the week beginning Nov. 23 at institutes in the counties of Mifflin and Juniata, and the following week in Huntingdon county, Pa.

—Supt. John Davison, of Elida, has been compelled to resign his position on account of ill health. We hope to hear of his speedy restoration to wonted strength.

Miss Lillian Robb, formerly of Troy High School, has been elected assistant in the Salem High School and is giving excellent satisfaction. So says one who ought to know.

—Prof. E. S. Loomis, of Baldwin University, was one of the instructors in the institute at Bedford, Pa., the second week of November, and the following week, at Lebanon, Pa.

—Miss Sutherland's accustomed contribution will be missed by our readers this month. The care and sorrow occasioned by the recent death of a sister, added to her usual cares and labors, have stilled her pen for the time. She may rest assured of the sympathy of the MONTHLY and its readers.

—Supt. M. E. Hard has this complimentary mention in the *Salem Daily News*: Salem is to be congratulated on having so able and conscientious a man at the head of her schools; as under his wise management, together with the aid of his exceptionally efficient corps of teachers, they are in a most satisfactory and flourishing condition.

—Supt. A. D. Beechy, of the Norwalk public schools, seems to be meeting every expectation of the board of education in his management of our schools. He is very conversant with the needs of the schools, and his administration thus far has been marked by vigor and efficiency. He is very popular with his teachers, and the school year promises excellent results.—*Norwalk Chronicle*.

—Miss Mary Sinclair, of Leetonia, O., has accepted the position of Primary Supervisor and Training Teacher in the schools of Ashland, Ky., at a salary of \$80 a month. Miss Sinclair's experience in primary teaching and in institute work give her special fitness for her new position. This change will not interfere with her institute work in Ohio next summer. Miss Josie Eaton succeeds her at Leetonia.

—Prof. L. F. Bickford, A. M., formerly of Portage county, Ohio, now occupying the chair of Mathematics and Metaphysics in Daniel Baker College, Brownwood, Texas, besides his work as professor, conducts a large Shakespeare Club which meets every week and is composed of the Faculty and other prominent persons. He also leads a large choral class and the College Glee Club. He has been made a member of the National Society for University Extension.

—H. E. Kratz has recently been unanimously chosen superintendent of schools at Sioux City, Iowa, at a salary of \$2100. He was graduated at Wooster University (Ohio) in 1874, and has since had conferred upon him by his alma mater the degrees of M. S., M. A. and Ph. D., the last after the completion of a heavy post-graduate course. He has labored in South Dakota, where he held the chair of pedagogy in the State University, was president of the State Teachers' Association for three years, State Institute Conductor for four years, and held other positions of prominence and importance.

BOOKS.

Colomba. Par Prosper Merimee. With Introduction and notes by J. A. Fontaine, Ph. D.

Storm's *Immensee*, with English Notes and a German-English Vocabulary, by Dr. Wilhelm Bernhardt.

The Children's Primer, by Miss Ellen M. Cyris is a beautiful first book for little readers, published by Ginn & Co., Boston.

From D. C. Heath & Co., Boston.—*A Brief Spanish Grammar*, with Historical Introduction and Exercises. By A. Hjalmar Edgren, Ph. D.

Mademoiselle De la Seigliere. Comedie en Quatre Actes. Par Jules Sandeau. With an introduction and English notes by F. M. Warren, Ph. D.

Goethe's Hermann und Dorothea. Edited, with an introduction and Notes, by Watterman T. Hewett, Ph D., Professor of the German Language and Literature in Cornell University.

The Complete Music Reader. For High and Normal Schools, Academies and Seminaries. By Charles E. Whiting, formerly teacher of music in the Boston Public Schools. D. C. Heath & Co., Boston.

The first 48 pages are devoted to rudimentary instruction and exercises; the remaining 160 pages contain two, three and four-part songs, patriotic pieces, hymn tunes, anthems, etc., all carefully adapted for school use.

The New Fourth Music Reader. Designed for the upper grades of Boys' and Mixed Schools, and containing Chord-work, Exercises and Part Songs with and without words, for a Capella Singing. By Luther Whiting Mason and George A. Veazie, Jr. Ginn & Co., Boston.

This higher number of the National Music Course has been prepared with much care. In the selection and arrangement of material, special attention has been given to a proper grading as well as to the quality of the music.

The Prometheus Bound, of Aeschylus, and the Fragments of the Prometheus Unbound. With Introduction and Notes by N. Wecklein, Rector of the Maximilian Gymnasium in Munich, Translated by F. D. Allen, Professor in Harvard University. Boston and London: Ginn & Co.

This book is uniform with other Greek texts of the "College Series" by the same publishers, the large type of the text, clear white paper, and good cloth binding being fully up to the standard of the series.

Preparing to Read; or, The Beginning of School Life. By Mary A. Spear, Principal of the Model School, State Normal School, West Chester, Pa. With over 300 drawings by D. R. Augsburg. Boston and Chicago: New England Publishing Company. 50 cents.

This is not a first reading book for children; but rather a manual or guide for young primary teachers, and it seems to be a good one. Methods, plans, devices, and sample lessons are given in such way that the intelligent young teacher can scarcely fail to catch the spirit of the method.

Star-Land. Being Talks with Young People about the Wonders of the Heavens. By Sir Robert Stawell Ball, F. R. S., Royal Astronomer of Ireland. Boston: Ginn & Co., 1892.

And very fascinating talks they are. They were first addressed to an audience of young people at the Royal Institution of Great Britain, and subsequently put in type for young readers. Sun, moon, stars, planets, and comets—their size, distance, appearance, movements, are all talked about in a very pleasing way, with pictorial and verbal illustrations adapted to the comprehension of young minds. The book is admirably adapted to awaken in the young an interest in the wonders of the heavens.

A Text-book in Psychology. By Johann Friedrich Herbart. Translated from the Original German by Margaret K. Smith, Oswego Normal School. D. Appleton & Co., New York.

The first edition of this work appeared in 1816, and the second revision, from which this translation is made, in 1834. The present translation forms Volume xviii of the International Education Series, with a preface by the editor, Dr. Harris, and an introduction by the translator. While the central thought of Pestalozzianism is sense-perception, that of Herbartianism is apperception or inner perception—inner digestion or assimilation. As a basis of pedagogy, the Herbartian psychology subordinates both verbal memorizing and the cultivation of mere sense-perception, and exalts inner digestion and growth. It is well that this book has a place in the International Series. Students of pedagogy will find it a profitable study.

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—THE OHIO— EDUCATIONAL MONTHLY

—AND— NATIONAL TEACHER.

JANUARY, 1891.

CONTENTS.

<p>The Teacher and the School. IV. By the EDITOR..... 1 Pestalozzi. By Dr. J. P. GORDY..... 9 Laying the Foundation. By Mrs. JENNIE H. JONES..... 13 Thomas Allen Pollok. By LeROY D. BROWN. 15 The Question of Free Text-Books. By PROF. S. R. THOMPSON..... 19</p> <p style="text-align: center;"><i>Primary Department.</i></p> <p>A Language Lesson. By ANNA M. TORRENCE. 21 The Busy-Work Problem. By RHODA LEE..... 24 A Plea for Individual Work. By HARRIET A. HICKOX..... 25</p> <p style="text-align: center;"><i>Notes and Queries Department.</i></p> <p>English in Kentucky..... 28 Pupils Visiting Schools..... 29</p>	<p>Queries Answered..... 29 Queries..... 32</p> <p style="text-align: center;"><i>Editorial Department.</i></p> <p>Two Institutes..... 33 A Little Late..... 33 American Journal of Education..... 33 Compulsory Education..... 33 State Meeting at Chautauqua..... 34 Free Text-Books..... 34 Half-Formed Words..... 35 Ohio Teachers' Reading Circle..... 37 State Certificates..... 38 Educational Intelligence..... 38 Personal..... 47 Books..... 48 Magazines..... 50</p>
---	---

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—AND—

NATIONAL TEACHER.

FEBRUARY, 1891.

CONTENTS.

The Teacher and the School. V. By the		
EDITOR.....	51	
Colorado and Colorado Schools. By P. W.		
SEARCH.....	57	
Inspiration, the Soul of the Teacher's Work.		
By Miss E. N. McCONNELL.....	61	
State Publication of School Books. By Hon.		
LEO HIRSCH.....	66	
State Examination Questions.....	69	
<i>Primary Department.</i>		
A Language Lesson. By Miss ANNA M.		
TORRENCE.....	75	
Spelling for Beginners. By MARGARET E.		
CONKLIN.....	76	
<i>Notes and Queries Department.</i>		
Queries Answered.....	78	
Queries.....	82	
<i>Editorial Department.</i>		
School Legislation.....	83	
Two Institutes.....	84	
Free Text-books.....	85	
The Educational Review.....	86	
State Certificates for Teachers.....	87	
Educational Intelligence.....	88	
Personal.....	93	
Books.....	95	
Magazines.....	99	

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THE OHIO—
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MARCH, 1891.

CONTENTS.

The Free School System in Danger. By Dr. J. TUCKERMAN.....	99
Some Essentials of Discipline. By SEBASTIAN THOMAS.....	104
School Inspector's Catechism.....	109
History Made Interesting. By HORACE A. STOKES.....	112
The Teacher and the School. VI. By the EDITOR.....	117
<i>Primary Department.</i>	
In Perplexity.....	122
First Lessons in Number. By WILL S. MONROE.....	124

<i>Notes and Queries Department.</i>	
No Man's Land—Mamma or Mama—Query 191 Again—Queries Answered—Queries.....	125
<i>Editorial Department.</i>	
Commissioner's Annual Report.....	131
State Text-Books.....	131
For School Directors.....	132
O. T. R. C. Treasurer's Report.....	133
In London.....	134
Educational Intelligence.....	138
Personal.....	143
Books.....	144

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CONTENTS.

Powers and Duties of Directors. By JOHN HANCOCK.....	195
Management of the Schools. By B. A. HINSDALE.....	201
The Country Teacher. By S. R. THOMPSON.....	203
Some Hints to Directors. By A. A. CROSBIE.....	206
Supporting the Teacher. By C.....	209
The Ventilation of School-rooms. By E. E. WHITE.....	211
Teachers' Wages. By O. C. LARSON.....	215
A Suggestion for Ungraded Schools. By J. C. HARTZLER.....	216
School Savings Bank. By F. G. CROMER.....	217
Free Text-books. By F. TREUDLEY.....	219

Notes and Queries: No Man's Land—First Governor of Illinois—In a Trice—Query 212 Again—Queries Answered—Queries	223
State Board of Examiners.....	225
O. T. R. C. Treasurer's Report.....	226

Editorial Department.

Summer Institutes.....	229
State Association—Change of Time.....	230
The Elect and the Non-Elect.....	230
The College—High School Question.....	232
A Teacher's Experience with Directors.....	234
Educational Intelligence.....	235
Personal.....	236
Books.....	240
The Magazines.....	241

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CONTENTS.

Growth of the American Union. By Dr. H. A. Roosevelt.....	233
Much of a Good Thing. By Prof. S. E. Townsend.....	247
Gratitudes in Praise of the Public Schools. By Capt. F. Tinsley.....	256
Proassociation of Latin. By Capt. D. P. Davis.....	332
Colleges and the High Schools. By Prof. W. D. Sullivan.....	353
Gifts of Teachers to Each Other.....	366
Primary School Discipline.....	379
Revision in Primary Reading.....	379
Use of Books.....	379
Notes and Queries.....	371

Editorial Department.

Faithful Teachers.....	375
School Legislation.....	375
Rules for Destroying the Intellectual and Moral Faculties.....	376
Free Text Books.....	378
Is the Country School Better than the City School?.....	377
Chautauqua and Toronto.....	379
Compulsory Education Sustained.....	380
Teachers' Examination.....	381
In London.....	382
O. T. K. C.....	383
Educational Intelligence.....	385
Personal.....	386
Books.....	389

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CONTENTS.

The Management of Boys. By W. H. GALEY.	301
School Government. By Ida E. CROSBY.	302
Geographical Names. By JAMES E. MOORE.	302
Men and Women as Teachers. By H. M. JAMES.	305
The Golden Rule. By EUNICE LEE.	307
The Warren County Plan. By J. F. LUKENS.	310
American and German Schools. By JOHN T. PETER.	312
Teaching Morals. <i>Holland Journal.</i>	314
Temperance Instruction for Little Ones. By MARGARET L. MACHESNEY, Hattie W. WATSON, and E.	316
Notes and Queries.	319

Editorial Department.

State Meeting at Chautauque.	323
New Commissioner Appointed.	323
Course for Commissioner.	323
On 16 Chautauque.	324
Reflector and Surreflector.	325
An Institute Premium.	325
Dr. John Hancock.	325
In London.	326
Educational Intelligence.	326
Personal.	326
Books.	326
Magnifies.	327

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CONTENTS.

PROCEEDINGS OF THE OHIO TEACHERS' ASSOCIATION.

Minutes of Superintendents' Section	269
Minutes of General Association	240
Invitation Address. By J. G. HARRISON	346
Discussion of the President's Inaugural	352
The Equipment of Ohio High Schools. By W. M. K. YANOR	358
Discussion of Mr. Yano's Paper	361
Talents and Incurtiousness. By C. L. VAN GLAWE	365
Discussion of Mr. Van Glawe's Paper	371
Are the Public Schools Accomplishing the Work the People Have a Right to Expect? By F. FREEDLEY	373
Inaugural Address. By G. A. CANNANAN	376
Discussion of the President's Inaugural	387
Value of Moral in Public Schools. By A. J. GANNYKOT	390
Two Annual Disputations. By A. R. JENSEN	395
Examination of Teachers. By K. S. WILSON	400
Discussion of Mr. Wilson's Paper	405
Free Text-Books. By W. W. ROSS	409
Discussion of Mr. Ross's Paper	421
Public Schools as a Moral Force—Discussion	423
Some Problems in Public Education. By DR. J. W. HARRISON	435

What Further Work For the Association? By M. R. ANDREWS	438
Dr. John Hancock. By SAMUEL FINDLEY	439
Remarks on the Life and Character of Dr. Hancock	439
Thomas A. Pellock. By O. T. COMSOT	439
F. S. FISON—REMARKS	440
College and High School Courses. By OMO, H. WHITE	441
Address of Welcome. By LEWIS MILLER	442
Responses. By DR. J. J. BURGER	442
Ohio Teachers' Reading Circles—	
Treasurer's Report	443
Secretary's Report	444
Address to the Graduates. By MISS D. L. WILLIAMS	446
Membership Roll	448
G. T. R. C.—Treasurer's Monthly Report	451

Editorial Department.

The Summer Institutes	452
The Chautauqua Meeting	453
Mr. Miller for Commissioner	454
State Examination	455
Personal	456

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CONTENTS.

The Growth of the American Union. By Dr. H. A. Henshaw.....	243
How Much of a Good Thing. By Prof. S. L. Thompson.....	247
Legislation in Behalf of the Public Schools. By Sept. F. Tinsley.....	252
Pronunciation of Latin. By Sept. D. P. Pratt.....	259
Colleges and the High Schools. By Prof. W. D. Shipman.....	263
Salaries of Teachers in Each Other.....	268
Primary School Distribution.....	269
Review in Primary Reading.....	270
Bank Notes.....	270
Answers and Queries.....	271

Editorial Department.

Faithful Teachers.....	275
School Legislation.....	275
Rules for Destroying the Intellectual and Moral Faculties.....	276
Free Text Books.....	276
Is the Country School Better than the City School?.....	277
Chautauque and Toronto.....	279
Compulsory Education Sustained.....	280
Teachers' Examination.....	281
In London.....	282
O. T. B. C.....	285
Educational Intelligence.....	285
Personal.....	286
Books.....	286

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CONTENTS.

The Teacher and the School, VII. By the Editor	505
Violence vs. Reason, or the Good Time Coming. By W. H. VENABLE, LL. D.	511
The Teacher's Academical and Professional Preparation. By B. A. HINSDALE, PH. D.	515
The Bright Pupil. By ELIZABETH M. NEILL ..	522
Examine Teachers Once. By SUPT. LUCKEY ..	524
<i>Primary Department.</i>	
With the Little Ones. By CLARA C. MOTZ	525
Control Your School. By ARNOLD ALCOTT	527
Preparation for Numbers	528
The Child's Preparation for School	530

Notes for Primary Teachers	530
Beautify the School-room	531
Notes and Queries Department: Queries Answered—Queries	532
<i>Editorial Department.</i>	
As Others See Us	535
Teacher's Difficulties and Disappointments ..	535
"Danger to be Guarded Against"	536
Ohio Institute Instructors	536
A School Examiner in Court	539
That Dictionary	543
Educational Intelligence	544
Personal	550
Books	553

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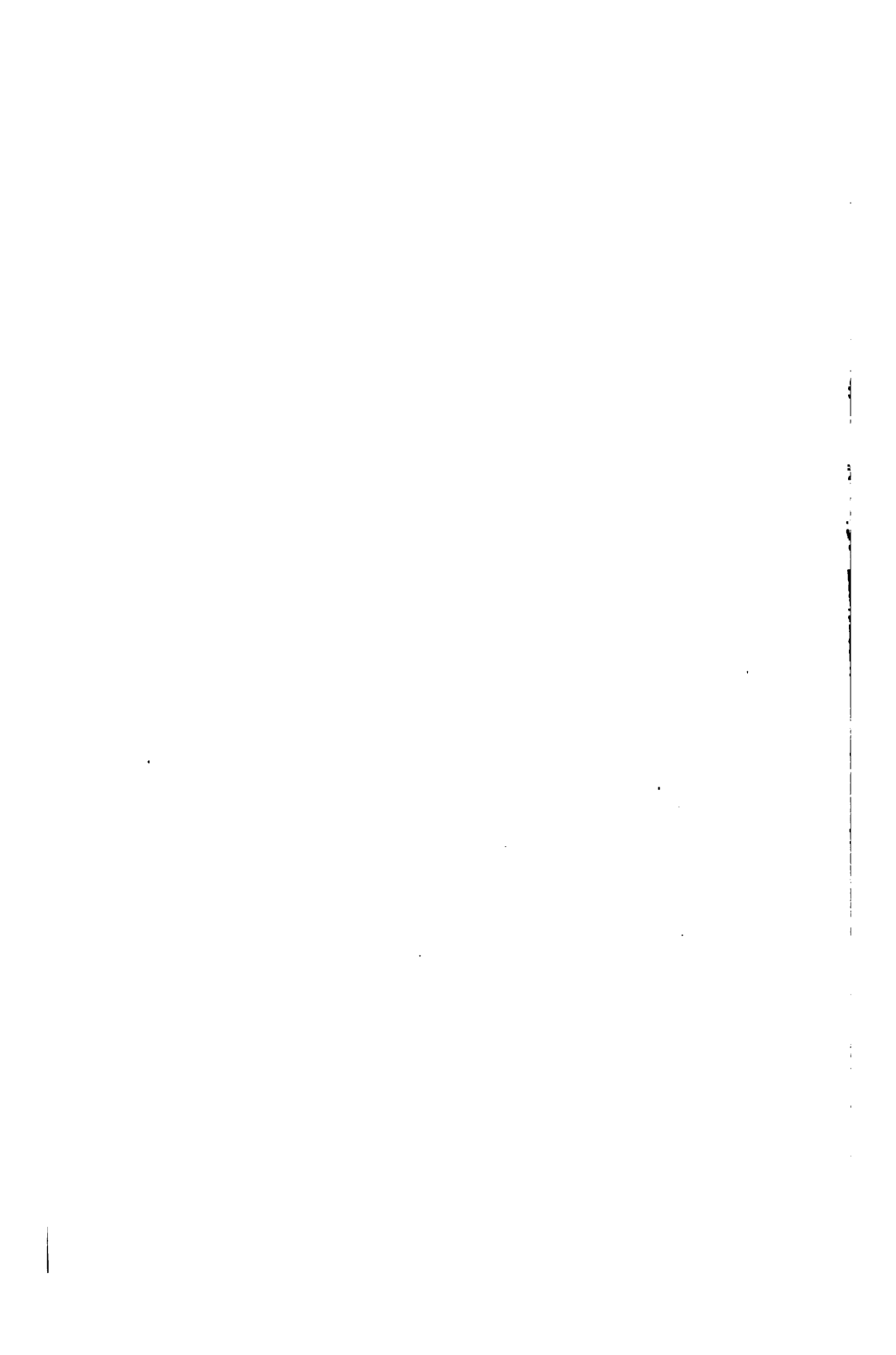






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